

Unit 1 Making a Technology Infographic

Name _____

Grammar: The verb *be* (+, -, ?); Contractions; Introduction to *can* / *can't*; Demonstrative Pronouns; *Wh*-questions; Imperatives

Vocabulary: Technology Collocations, Countries and Nationalities

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	collects data on technology use in the community; creates bar graphs to express class data; incorporates clear visual supports for the infographic	collects data on technology use in the community; creates bar graphs to express class data; incorporates adequate visual supports for the infographic	information is invented or incomplete; omitted or incorrect visual supports
Target Language <div>____/5</div>	uses target grammar and vocabulary correctly to report and describe technology use	uses target grammar and vocabulary with occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		

Unit 2 Making a Self-Care Kit

Name _____

Grammar: *like* + verb + -ing; *like* + verb + noun; the verb *Have got* (+, -, ?); Possessive Adjectives

Vocabulary: Physical Description, Personality Adjectives, Description / Opinion Adjectives

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	follows the instructions to create a self-care kit and matching activity list; demonstrates originality, self-awareness and problem-solving skills	follows the instructions to create a self-care kit with an activity list that corresponds to the contents of the kit	information is incomplete; omitted or incorrect descriptions
Target Language <div>____/5</div>	uses target grammar and vocabulary correctly in the activity list; uses spelling and capitalisation appropriately	uses target grammar and vocabulary with occasional errors	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		

Name _____

Unit 3 Creating a Poster to present an Eco-friendly Means of Transportation Proposal

Grammar: Imperatives (+, -); *There is / There are*

Vocabulary: Transportation, Places in a City, Giving Directions

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	clearly describes a new eco-friendly means of transportation; presents appropriate visuals in the poster	describes a new eco-friendly means of transportation; may omit information at times or develop topics unevenly; adequate visual supports for most information	information is incomplete; omitted or incorrect visual supports
Target Language <div>____/5</div>	uses target grammar and vocabulary fluently and correctly to present the proposal; does not read the presentation	uses target grammar and vocabulary with occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		

Unit 4 Writing a Healthy Menu

Name _____

Grammar: *I like / I don't like*, *He / She likes*, *He / She doesn't like*; *and, or, but*; Countable and Uncountable Nouns; Quantifiers: *some, any*;

Imperatives for Instructions. Vocabulary: Food and Drink, Months of the Year

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	creates a healthy cafeteria menu with detailed options for sandwiches, salads, side orders, desserts and beverages; uses appropriate visuals that correspond to the text	creates a healthy cafeteria menu with at least one option for each category; visual supports and organisation may be unclear at times	information is incomplete; omitted or incorrect visual supports
Target Language <div>____/5</div>	uses target grammar and vocabulary correctly in the menu; uses spelling, capitalisation and punctuation appropriately	uses target grammar and vocabulary with occasional errors; may have minor spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication; frequent spelling, capitalisation or punctuation errors
Total Points <div>____/10</div>	Comments:		

Unit 5 Making a Sports Manual

Grammar: *Do / Play (sports); Can / Can't; Would / Wouldn't like to + infinitive*

Vocabulary: Sports, Jobs and Occupations

Name _____

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	presents original, well-organised content in a clear way using appropriate visual supports	presents relevant content with some visual support; minor details may be omitted; organisation may be unclear	information is incomplete; omitted or incorrect visual supports; no organisation
Target Language <div>____/5</div>	uses target grammar and vocabulary fluently and correctly to present the information	uses target grammar and vocabulary with hesitation and occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		

Unit 6 Carrying out and Presenting a Survey

Grammar: *Have to, Simple Present (+, -, ?); Short Answers*

Vocabulary: Chores and Free-time Activities, Emotions

Name _____

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	works with other group members to write four survey questions and interview classmates; presents results using a clear graph	helps to write survey questions and interview classmates; some parts of the presentation may be unclear	information is invented or incomplete; omitted or incorrect visual supports
Target Language <div>____/5</div>	uses target grammar and vocabulary fluently and correctly to present survey results; uses spelling, capitalisation and punctuation appropriately in the survey	uses target grammar and vocabulary with occasional errors that interfere with communication; few spelling, capitalisation or punctuation errors	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		

Unit 7 Making a Podcast

Grammar: *be + wear + -ing*; Present Continuous (+, -, ?)

Vocabulary: House Rooms, House Objects, Clothing

Name _____

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	creates a clear and organised podcast that covers relevant topics in a logical sequence with a corresponding script	presents relevant content that covers two or three topics; minor details may be omitted; organisation may be unclear at times	information is incomplete; does not participate in preparation; very unclear organisation
Target Language <div>____/5</div>	uses target grammar and vocabulary fluently and correctly	uses target grammar and vocabulary with hesitation and occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		

Unit 8 Writing a Daily Schedule or Holiday Plan

Grammar: Past of *be* (*was, were*) (+, -, ?); Short Answers

Vocabulary: Text Purposes, Adverbs and Adverbial Phrases of Time

Name _____

	Very Good (5)	Satisfactory (4)	Needs Improvement (3)
Task Completion <div>____/5</div>	creates a daily schedule with routines, times and appropriate visual supports; describes the schedule to a classmate	presents relevant content with some visual support; minor details may be omitted; may be unclear	information is incomplete; omitted or incorrect visual supports; no organisation
Target Language <div>____/5</div>	uses target grammar and vocabulary fluently and correctly to describe the schedule; no spelling errors	uses target grammar and vocabulary with hesitation and occasional errors that interfere with communication	uses limited grammar and vocabulary with frequent errors that interfere with communication
Total Points <div>____/10</div>	Comments:		