Task six : Find the partner who has the description contained in your heading

Headings:

1. Ongoing Assessment Plan
2. Yearly Plan of Assessment
3. Yearly learning Plan

Descriptions:

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| Learning Sequences | Topics | Projects | Planning Learning | | | | | Estimated time |
| Sequence 1 | MEAND MYFRIENDS  MEAND MYFRIENDS | My  Family My  Family My  Profile | Situation1: Starting off / Initial | | | | | 11 WEEKS FOR BOTH SEQUENCES- 28 hours  11  WEEKS FOR BOTH SEQUENCES- 28 hours |
| Example:You want to join an international friendship blog . The members of the blog want to know about you. Introduce yourself to them. | | | | |
| Situation2: Installing Resources (PDP and PPU lessons) | | | | |
| Learning Objectives | Grammar | Lexis | Pronunciation | Communicative Tasks |
| \* Greet people \*Introduce myself  \*Give information/ \* Respond to questions about me: my age, my | \*Auxiliary to be and to have (present simple tense) \*Personal pronouns \*Possessive adjectives \*Demonstrative pronoun it \*Preposition: in/ location ( hometown) \*Numbers from 1 to 13  \* | \*Lexis related to greeting : hi /hello… \*Question words: What? /where ? \*Glad/nice \*Lexis related to colours | /a/ /ɪ/ /aɪ/ /ei / | - Labelling - Email - Role play - Songs - Games - Fill in an ID card - family tree |
|  | Situation3: Integration ( Learning to integrate - situation of integration) | | | | | | |  |
|  | Example: You are a new member of your school blog , your friends want to know more about you. Introduce yourself to them. | | | | | | |  |
|  | Situation4: Assessment | | | | | | |  |
|  | Remediation | | | | | | |  |

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| PERIODS | DOMAINS | TARGET COMPETENCIES | DESCRIPTORS OF IMPLEMENTATION |
| SECOND TERM | Oral interaction | In a situation of meaningful communication, the learner will be able to interact and produce orally very short messages/texts of descriptive types using written, visual or oral support | - Can:  \*Tell the time  \*Talk about daily activities  \*Talk about leisure activities at school |
| Interpretation of oral and written messages | In a situation of meaningful communication, the learner will be able to interpret very short oral or written messages / texts of descriptive type using written, visual or oral support | - can : \*understand significant details in a conversation and in short texts dealing with topics dealt with in the previous domain  \*use paraphrases to make himself understood |

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| remarks | Targeted learnings for assessement | Sequence | domain | week | term | grade |
| The situation is based on the learning objectives of sequences 3 and 4 and incorporates the topics and linguistic resources dealt with in these sequences | A new complex situation that provides context for meaningful communication related to the learner’s personal environment (school, school regulations; house; habits and preferences) .  The situation is | ME AND MY SCHOOL | Productive competence | Third week of  February (3ème semaine de février) | second | Year one |