

Marking criteria:

Giving directions:

| | |
|---|-----------|
| Communication: | /4 |
| Did you speak loud enough? With a good rythm? | |
| Was your message successfully conveyed? = Did your partner find the place they wanted to get to? | |
| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Poster on Pre-Raphaelites:

| | |
|---|-----------|
| Content: | /3 |
| Do you give all the requested information (description of the painting; comparison with the Golden Stairs; explanation on pre-raphaelites)? | |
| Did you find enough information on pre-raphaelites? | |
| Did you find the two paintings by Burne-Jones? Other paintings by pre-raphaelites? | |
| Grammar: | /5 |
| Did you use Be+ING for your description? Correctly? | |
| Did you correctly use the comparative? | |
| Did you use the correct articles (« the » / Ø)? | |
| Vocabulary: | /2 |
| Is it rich? | |
| Is it appropriate? | |
| General presentation: | /5 |
| Is your poster clear? | |
| Is it attractive? Creative? | |

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| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Letter for Aunt Jenny:

| | |
|--|-----------|
| Content: | /4 |
| Is the format of the letter respected? (formulas / layout) | |
| Do you give all the requested information (what you did for Xmas; during the holidays; since the beginnning of the year; what you did with the money)? | |
| Is your letter long enough (150 words)? Interesting and funny? | |
| Grammar: | /5 |
| Did you use the right tenses (preterite / present perfect)? | |
| Were the tenses correctly formed? | |
| Is your grammar generally correct? | |
| Vocabulary: | /3 |
| Is it rich? Specific? Appropriate? | |
| Is it well-spellt? | |
| General presentation: | /3 |
| Is your letter well-presented, with a nice handwriting? | |
| Is it well-structured (paragraphs and linkwords)? | |

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| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Postcard for an Australian friend:

| | |
|---|-----------|
| Content: | /4 |
| Is the format of the postcard respected? (formulas and signature / layout / stamps / XOXOX) | |
| Do you give all the requested information (what you visited; with whom; how you met; what activities you had; what the weather was like; opinions on your stay; when you'll be back)? | |
| Is your writing long enough (150 words)? Is it funny and interesting? | |
| Grammar: | /3 |
| Did you use the right tenses (preterite / future / present...)? | |
| Are the tenses correctly formed? | |
| Is your grammar generally correct? | |
| Vocabulary: | /3 |
| Is it rich? Specific? Appropriate? | |
| Is it well-spelt? | |
| General presentation: | /5 |
| Is your postcard well-presented, with a nice handwriting? | |
| Is it well-structured (paragraphs and linkwords)? | |
| Did you use pictures of Sheffield to make your postcard? Did you use different media to make it more interesting and attractive? | |

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| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / «there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposita ») | |

Recipe for Emma and Jeremy:

| | |
|---|-----------|
| Content: | /4 |
| Do you give all the requested information (ingredients / instructions)? | |
| Are all the information necessary to bake the cake given? | |
| Is it the right recipe? | |
| Did you wish a happy birthday to Emma? | |
| Grammar: | /3 |
| Did you use the imperative? Correctly? | |
| Did you use the right articles? | |
| Is your grammar generally correct? | |
| Vocabulary: | /2 |
| Is it appropriate? | |
| Is it well-spellt? | |
| General presentation: | /6 |
| Is your recipe well-presented? | |
| Is it attractive? | |
| Is it well-structured (paragraphs and numbers)? | |
| Did you put drawings or pictures for everything? | |

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| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Film review for a magazine:

| | |
|---|-----------|
| Content: | /6 |
| Is the format of the magazine respected (name of the magazine / page number / title and subtitles / illustrations)? | |
| Do you give all the requested information (list of films; genres and brief summaries; your two favourite films; reasons)? | |
| Is your writing long enough (150 words)? | |
| Is it funny and interesting? | |
| Are all the presented films suitable for children (parental guidance)? | |
| Grammar: | /2 |
| Did you use the comparative? Correctly? | |
| Is your grammar generally correct? | |
| Vocabulary: | /3 |
| Is it rich? Specific? Appropriate? | |
| Is it well-spelt? | |
| General presentation: | /4 |
| Is your review well-presented? Is it attractive? | |
| Did you put pictures of the films? Of the actors playing in the films? | |

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Giving directions:

| | |
|---|-----------|
| Communication: | /4 |
| Did you speak loud enough? With a good rythm? | |
| Was your message successfully conveyed? = Did your partner find the place they wanted to get to? | |
| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Email sent to Tom's friends:

| | |
|---|-----------|
| Content: | /4 |
| Is the format of the email respected? (from / to / object / signature) | |
| Do you give all the requested information (name of the shop; video game you bought; reasons of your choice; rules of the game)? | |
| Is your writing long enough (100 words)? Is it funny and interesting? | |
| Grammar: | /5 |
| Did you use the right tenses? Are the tenses correctly formed? | |
| Did you use modals? Correctly ? (<i>must/can + BV</i>) | |
| Did you use the comparative? Correctly? / Did you use the superlative? Correctly? | |
| Is your grammar generally correct? | |
| Vocabulary: | /3 |
| Is it specific and appropriate? | |
| Is it well-spelt? | |
| Did you use abbreviations? Correctly? | |
| General presentation: | /3 |
| Did you put smileys? Did you type it? | |
| Is it well-structured (paragraphs and linkwords)? | |

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| Communication: | /4 |
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| Was your message successfully conveyed? = Did your partner find the place they wanted to get to? | |
| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Poster on Sheffield:

| | |
|--|-----------|
| Content: | /5 |
| Is the format of the poster respected? (title / subtitles / slogans / logos of the cities / illustrations) | |
| Do you give all the requested information (what you can do in Sheffield / about your twinning project / why it is good to twin Belfort and Sheffield)? | |
| Did you write enough text? | |
| Grammar: | /3 |
| Is the structure of « want » correct? (<i>want to +BV</i>) | |
| Are the modals « can » , « could » and « should » correctly used? (<i>can / could / should +BV</i>) | |
| Is your grammar generally correct? | |
| Vocabulary: | /2 |
| Is it appropriate? | |
| Is it well-spelt? | |
| General presentation: | /5 |
| Is your poster well-presented? | |
| Is it attractive? | |
| Is it well-structured (paragraphs)? | |
| Did you use lots of pictures from Sheffield to make your poster? | |

Marking criteria

Giving directions:

| | |
|--|-----------|
| Communication: | /4 |
| Did you speak loud enough? With a good rhythm? | |
| Was your message successfully conveyed? = Did your partner find the place they wanted to get to? | |
| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « minutes » / « there » / « nearest » / « straight » / « until » / « continue » / « opposite ») | |

Invitation card to dine out:

| | |
|---|-----------|
| Comprehension: | /4 |
| Did you find a restaurant meeting all the requests of your nice (but annoying!) friend and your own requests (Indian restaurant, meal with ginger, meal with chicken marinated in yoghurt, not too expensive, with a high chair)? | |
| Content: | /4 |
| Do you give all the requested information (name of the restaurant / directions from the train station / meeting point and time)? | |
| Do you give him the right directions from the station? Do you tell him what train he must take in order to arrive on time? | |
| Is the format of the invitation card respected? (formulas and signature / layout / illustration / XOXOX) | |
| Is it reassuring (Does he know he will have a vegetarian meal, a high chair and that you'll pay for him!?) ? | |
| Grammar: | /2 |
| Do you use the imperative correctly? Do you use the modals (should / could) correctly? | |
| Is your grammar generally correct? | |
| Vocabulary: | /2 |
| Is it appropriate? | |
| Is the register appropriate? | |
| General presentation: | /3 |
| Is your card well-presented, with a nice handwriting? Is it well-structured (paragraphs and linkwords)? Did you use pictures to make your postcard? Did you use different media to make it more interesting and attractive? | |

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| Did you use appropriate tone and gestures? | |
| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposita ») | |

Letter to social workers:

| | |
|--|-----------|
| Content: | /6 |
| Is the format of the letter respected? (formulas and signature / layout / enveloppe with the address and stamp) | |
| Do you give all the requested information (definition of a charity shop; names of 2 or 3 charity shops in Sheffield; why you went there; what they do; what you think you could do in France)? | |
| Are your pieces of information correct? | |
| Are your arguments convincing? | |
| Is your writing long enough (150 words)? | |
| Grammar: | /3 |
| Did you use correctly articles (« the » / Ø)? | |
| Are the tenses correctly used? formed? | |
| Is your grammar generally correct? | |
| Vocabulary: | /4 |
| Is it rich? Specific? Appropriate? | |
| Do you explain terms which are specific to the English culture? | |
| Is it well-spelt? | |
| General presentation: | /2 |
| Is your letter well-presented, with a nice handwriting or typed? | |
| Is it well-structured (paragraphs and linkwords)? | |

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| Did you use greetings and other phrases for a conversation (hello, goodbye, thank you, welcome, sorry, sure, of course...) | |
| Grammar: | /3 |
| Did you correctly use the imperative? | |
| Did you use the right prepositions? | |
| Was it generally correct? | |
| Vocabulary: | /4 |
| Was the vocabulary rich (use of different verbs)? | |
| Was it detailed? | |
| Were the words appropriate? | |
| Did you use linkwords? | |
| Pronunciation: | /4 |
| Did you articulate? | |
| Did you stress the right words / syllables? | |
| Did you make an effort to sound English? (Especially when pronouncing the following words: « roundabout » / « way » / « excuse » / « round » / « over » / « zebra crossing » / 'corner » / « 'minutes » / « there » / « nearest » / « straight » / »until » / « con'tinue » / « 'opposite ») | |

Book Review for the art teacher:

| | |
|--|-----------|
| Content: | /6 |
| Is the structure of the review respected? (Introduction / Development / Conclusion) | |
| Do you give all the requested information (name of the book / name of the author / genre / topic / summary / opinion)? | |
| Is your writing long enough (150 words)? | |
| Grammar: | /3 |
| Did you use the right tenses (preterite)? | |
| Are the tenses correctly formed (<i>careful with irregular verbs!</i>)? | |
| Is your grammar generally correct? | |
| Vocabulary: | /3 |
| Is it rich? Specific? Appropriate? | |
| Is it well-spelt? | |
| General presentation: | /3 |
| Is it well-presented, with a nice handwriting? | |
| Is it well-structured (paragraphs and titles)? | |
| Does it look like a pupil's work? | |