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| **wESuppressions par niveau sur la base de l’allègement mis en application depuis Septembre 2008 1AM** | | | | | | | | | | | | |
| Semaine | Compétences / objectifs d’apprentissage | | | | Ressources/ contenus linguistiques | | | | **observations** | | | |
| 21 | Talking about present activi-ties/ progressive actions | | | | The present continuous tense | | | | Ne correspond pas à l’objectif communicatif ciblé ( surcharge de notions et fonctions) | | | |
| 29 | Talking about rights and duties | | | | The imperative | | | | Ne correspond pas à l’objectif communicatif ciblé ( surcharge de notions et fonctions) | | | |
| **2AM** | | | | | | | | | | | | | |
| Semaine | | Compétences / objectifs d’apprentissage | | | | Ressources/ contenus linguistiques | | | | **observations** | | | |
| 17 | | Talking about discoveries | | | | The passive voice with past simple tense | | | | Keep the passive voice with de-scribing a process / how infu-sions are prepared | | | |
| 26 /27 | | Enquiring about someone’s ca-reer | | | | The present perfect tense | | | | Ne correspond pas à l’objectif communicatif ciblé ( surcharge de notions et fonctions | | | |
| **3AM** | | | | | | | | | | | | | | |
| Semaine | | | Compétences / objectifs d’apprentissage | | | | Ressources/ contenus linguistiques | | | | **observations** | | | |
| 7 | | | Defining /explaining\*  Mak-ing/accepting /declining invita-tions\* | | | | The relative clauses / who / which  Would you | | | | \*Match it with week 5 / describ-ing people  \*to match with week six ( social language) | | | |
| 11 | | | Making sugges-tions | | | | Do you mind?  Prepositions??? | | | | Niveau de langue trop formel | | | |
| 14 | | | Prediciting | | | | The future simple  ( review) | | | | À considérer comme rappel /inadéquation avec l’objectif communicatif ciblé) | | | |
| 19 | | | Describing ac-tions that hap-pened in the past and affect the present | | | | The present perfect per-fect with either since / for  Or with the adverbs of time : already / yet | | | | Tendance à occulter l’objectif de communication ciblé et focalisa-tion sur l’enseignement tradi-tionnel de la grammaire | | | |
| **4AM** | | | | | | | | | | | | | | |
| Semaine | | | Compétences / objectifs | | | | Ressources/ contenus linguistiques | | | | **observations** | | | |
| d’apprentissage | | | | | | | | | | | | | | | |
| 5 | | | | Seeking agree-ment | | | | Tag questions | | | | N’est plus considéré comme un préalable pour le développement de compétences communica-tives dans le domaine de l’oral, .Ce point de langue peut être intégré comme formes lexicales d’usage | | | |
| 9 | | | | Expressing abil-ity/inability/possibility | | | | might | | | | Trop formel pour l’apprenant de cycle moyen | | | |
| 10 | | | | Expressing obli-gation | | | | Need to | | | | Prête à amalgame entre obliga-tion et nécessité , d’où risque de déviation de l’objectif de com-munication | | | |
| 21 | | | | Expressing un-certainty | | | | Conditional type 2 | | | | Trop formel pour le cycle moyen | | | |
| 22 | | | | Asking And Giv-ing Recommen-dations | | | | Might / would and could | | | | Trop formel pour le cycle moyen | | | |
| 23 | | | | Seeking and giv-ing advice | | | | If I were | | | | Niveau d’interprétation difficile pour l’apprenant cycle moyen | | | |
| 25 | | | | Giving Warnings | | | | Might | | | | Trop formel | | | |

Need Help Please! I have an urgent and important inquiry concerning the new system of groups ( TD) . I’m really still unable to grasp it! How is it done? Each week? Each fortnight? Is it 1 hour or 30 min per a week! And here comes the most important question what shall I teach in this TD?! Activities?! What if this TD coincides with the beginning of a new sequence or File? How can I teach one group which has done 1h lesson or activities while the other group has to wait till the week after?!

Well many questions hope they find answers among you guys ☺

Waiting your prompt replies

Thank you ☺