

SECOND PERIOD PLANNING

DECEMBER-MARCH

FIELD: Languages and Communication

Subject: English VII

First period - 36 classes

A.Key Competences Learning Outcomes

The student:

- + reads fluently with the proper intonation
- + listens attentively to school announcements
- + designs his/her study plan
- + compares schools in different countries
- + uses his/her Language Portfolio to document his/her work and plan his/her learning
- + manages his/her emotions and expresses preferences
- + takes part and contributes in activities in class and school
- + explains the benefits of arts
- + uses IT skills in presenting his/her project work

B. Subject Competences Learning Outcomes

The student:

- **Speaking**; practices giving his/her opinion about teenagers and how they spend their money ;gives and takes informations about how people behaves animals in his/her country. act out a simple dialogue about saving money and buying things. communicates with full simple sentences about about his/her favourite sportsperson and musician, describe people he/she knows using adjectives of character,a famous person from his/her country. expresses likes and dislikes about which jobs he/she would and would not like to do.
- **Listening** ;undestands the message given in a conversation between a teenager talking to a shop assistant. listens to a radio programmeabout young heroes. and answers questions about it . identifies the main topic in a conversation between two teenagers speculating about the job someone does.
- **Reading** ;underlines new vocabulary in an email in which one friend asks another for a recommendation. understands the main topic in an article about the Red Nose Day charity event in the UK. reads a blog about Jamaica determining the type of writing, reads a quiz about people who made history and applies it in his/her field of interest .
- **Writing** ;completes gaps in an email in which is recommended something to someone. rewrites conversations using the new language. describes with simple phrases a person he/sheadmires. practices grammar rules writingabout things people he/she knows did in the past.
- **use of language** ; uses short sentences of imperatives to give recommendations, distinguishes adjective prefixes. shows the difference between (*don't want to, would(n't) like to, would prefer to, (not) enough + noun*. conjugates the present continuous and present simple. identifiesextreme adjectives. classifies how connectors are used. practises speculating about the jobs people do.

Nr	Topic/Competences	classes	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources
1.	Culture formation <ul style="list-style-type: none"> • Listening (3 classes) • Reading (1 class) Language formation <ul style="list-style-type: none"> • Use of language (5 classes) • Speaking (1 class) • Writing (1 class) Portfolio (1class)	1	Module 4: In and out (Sports and chores/Performers/ At home) - Reading comprehension/ pre-while-post reading activities Vocabulary: performers, sports, free-time activities, chores, rules, phrasal verbs Workbook exercises Grammar: Modals Workbook exercises Listening: messages, dialogues, multiple choice/answer questions/ matching Speaking: make suggestions, talk about obligation/prohibition, ask for information (pronunciation) Writing: a short story, an email, about a charity concert Workbook exercises and cross curricular topics CLIL Language Review/ Self check section Grammar/ Vocabulary bank Project	Students speak about their free time activities. Then describe their favorite sport saying what it helps them do.	Group work brainstorming questions and answers gap filling pair work	observation assessing answers assessing group work assessing home work	studentbook picture dictionary CD Digital platform photos
2		2					
3		3					
4		1					
5		2					
6		3					
7		1					
8		2					
9		3					
10		1					
11		2					
12		3					
13	Culture formation <ul style="list-style-type: none"> • Listening (3 classes) • Reading (1 class) Language formation	1	Module 5: Around us (At home/ Our wonderful world/My home starter) Reading comprehension pre-while-post reading activities Vocabulary exercises: household objects/appliances; geographical features, means of transport, phrasal verbs	Students speak about their relation with the technology. Students compare what we used in the past with what we use right now.	Group work brainstorming brainstorming pair work	assessing answers assessing group work assessing group work assessing home work	Studentbook workbook picture dictionary CD Internet Digital platform
14		2					
15		3					

	<ul style="list-style-type: none"> • Use of language (3- classes) • Speaking (1 class) • Writing (1 class) 		Grammar: Comparative/ Superlative form of adjectives				Posters, photos studentbook CD Test papers studentbook
16		1	Workbook exercises				
17		2	Listening: an interview, comprehension				
18		3	Speaking: describe a short journey, talk about weather/household objects, buy a train ticket, pronunciation)				
19		1	Writing: a description, a postcard, a short text, an email comparing places Workbook exercises and cross curricular topics CLIL Language Review / Self check section				
20		2					
21		3					
22	Culture formation <ul style="list-style-type: none"> • Listening (3 classes) • Reading (1 classes) Language formation <ul style="list-style-type: none"> • Use of language (4 classes) • Speaking (3 classes) • Writing (2 classes) Portfolio (2 classes)	1	Module 6: Life experiences (Experiences/ Looks/ Look out!) – Reading comprehension/ pre-while-post reading activities Vocabulary exercises: experiences, adjectives, embarrassing moments, accidents, appearance, injuries phrasal verbs Grammar: Present perfect	Teacher creates situations: a. You and your friend are going to create a safe blog only for your school students b. you and your friend exchange information and create a form .Teacher creates a timetable and invite students to fill it with the activities they do during a day.	Group work brainstorming questions and answers gap filling pair work matching exercises Group work questions and answers gap filling matching exercise Group work	observation assessing answers assessing group work assessing home work using checklists self-assessment	Studentbook workbook picture dictionary CD Internet Digital platform Posters, photos studentbook CD Test papers studentbook
23		2	Workbook exercises				
24		3					
25		1	Workbook exercises Listening: a radio interview, T/F statements/multiple choice Speaking: talk about appearance/experiences, express sympathy, share opinions, (pronunciation)				
26		2					
27		3					
28		1	Workbook exercises and cross curricular topics CLIL	Writing: a short blog/diary, an email, a survey report	Teacher shows a map of the world students identify countries they know and discuss		
29	2						
30	3						

			Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points)	about different time zones			
31		1	Reinforcement (revise grammar/extra practice reading/ vocabulary revision				
32		2	games/ self check points)				
33		3	End-of-second term test Project				
34		1	Project				
35		2	ELP (European Language portfolio) exercises and assessment				
36		3	ELP (European Language portfolio) exercises and assessment				