

SECOND PERIOD PLANNING

December-March










FIELD: Languages and Communication

Subject: English IX

First period - 36 hours

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 parts 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:

- **Listening** ; understands the topic listening teenagers talking about buying clothes. watches teenagers talking about the music and fashion their parents liked and chooses information they need to fulfill the exercise. listens to a radio interview with an actor to understand simple idiomatic phrases. listens to someone showing concern for a friend. foresees the summary descriptions of people who help or teach others basing on the given material.
- **Speaking**; practises asking and answering questions in a clothes shop. modifies learned expressions using them in dialogues about people or objects that are popular in his/her country. talks about guitars and other musical instruments. describes about the first time he/she did or saw something special. discusses about fashions in his/her country. describes someone he/she knows who helps him/her. tells a story based on a traditional ceremony in his/her country.
- **Writing** ; writes a biography of an artist or band from the past. describes in simple sentences his/her partner using adjectives and dependent prepositions. writes an email to a friend explaining a problem.
- **Reading**; understands the message in a biography of the pop group ABBA. reads a magazine article about objects that symbolize the UK underlining the key words, distinguishes details in an article about teenage fashion from the past. creates a cluster based on the information from a blog post about a traditional Chinese wedding.
- **Use of language**; uses in simple sentences sequencers, connectors, compound nouns, adjectives and dependent prepositions. reflexive pronouns and *each other*. applies grammatical rules in different structures using past perfect, *used to* and *would*. compares the use of *feel* and *find* to describe feelings. practises using the phrasal verbs by talking about people he/she knows.

Nr	Topic/Competences	class es	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 (4 classes)• Speaking (1 class)• Writing 1 class) Portfolio (2 classes)	1	Module 4: Unbelievable stories (Survival/Amazing stories/Fabulous food) -Reading comprehension/ pre-while-post reading activities Vocabulary: accidents, disasters, injuries, survival, dangerous animals, phrasal verbs, natural phenomena, cooking verbs, adverbial phrases Grammar: Conditionals	Teacher speak about their favorite food and recipes and say how they are prepared. a. imagine they are traveling abroad and try unusual food describe it appearance and flavor. b. list specific food or food that represent different countries and their identity.	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	Workbook exercises Listening: a conversation, stories, monologues, an interview, multiple choice/answer questions Speaking: give a witness statement, tell a story, speculate, ask and answer, dialogue practice (pronunciation)				
5		2					
6		3					
7		1	Writing: a short story, an article about about a survival story Workbook exercises and cross curricular topics CLIL Language Review/ Self check section				
8		2					
9		3					
10		1	Grammar/ Vocabulary bank ELP (European Language Portfolio) exercise Project				
11		2					
12		3					
13	Culture formation <ul style="list-style-type: none">• Listening (3 classes)• Reading (1 class)	1	Module 5: Science, Art and Stuff (Art/ Science matters/ Stuff we like) Reading comprehension pre-while-post reading activities Vocabulary exercises: astronomy, types of art, music dances, films, everyday objects, phrasal verbs, idioms	Teacher creates different shopping situations for students, put them in groups and they	Group work brainstorming questions and answers gap filling pair work matching exercises	observation assessing answers assessing group work	Studentbook workbook picture dictionary CD Internet
14		2					
15		3					

	Language formation • Use of language (3- classes) • Speaking (1 class) • Writing (1 class)		Grammar: Passive voice	prepare and act dialogues. a.You and your friend are going to buy a present for one of your friends who has his birthday.	Group work questions and answers gap filling matching exercise Group work		
16		1	Workbook exercises			assessing home work	Digital platform
17		2	Listening: conversations, monologues, a radio report, multiple choice/answer questions			using checklists	Posters, photos
18		3	Speaking: buying a gadget, invite/accept/refuse, exchanging info,dialogue practice (pronunciation)			self-assessment	studentbook CD
19		1	Writing: a story, a blog entry, an email				Test papers
20		2	Workbook exercises and cross curricular topics CLIL				studentbook
21		3	Language Review / Self check section				
22	Culture formation • Listening (3 classes) • Reading (1 classes) Language formation • Use of language (4 classes) • Speaking (3 classes) • Writing (2 classes) Portfolio (2 classes)	1	Project Module 6: Challenges at work and in communication (Challenges/ Let's communicate/Weird and wonderful) - Reading comprehension/ pre-while-post reading activities Vocabulary exercises: dangerous jobs, careers, working life, conversation, gestures, computers, phrasal verbs, story elements,prepositional phrases	Students do research on their lives of their most useful objects things they can't do without but that they always take them for granted. Speak about inventions and innovations that make our life easier.	group work pair work questionnaire warm-up questions and answers gap filling matching exercises pre/while/after writing activities role play	observation assessing answers assessing group work assessing home work using checklists self-assessment test	studentbook workbook picture dictionary CD Internet Digital platform Posters, photos
23		2	Grammar: Modals / Modals of deduction				
24		3	Workbook exercises Listening: conversations, monologues, a radio report, a podcast, T/F statements/answer questions				
25		1	Speaking: make predictions/decisions, talk about future, conversations, ask and answer, (pronunciation)				
26		2	Writing: a letter of application for a part-time job; telling a story; Reinforcement (revise grammar/extra practice reading/ vocabularyrevision				
27		3					
28		1					
29		2					
30		3					

			games/ self check points)				
31		1	Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points) Test Workbook exercises and cross curricular topics CLIL				
32		2					
33		3					
34		1	Project ELP (European Language portfolio) exercises and assessment ELP (European Language portfolio) exercises and assessment				
35		2					
36		3					