

THIRD PERIOD PLANNING

MARCH-JUNE

FIELD: Languages and Communication

Subject: English VII

First period - 30 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 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:

- **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 classes) Portfolio (1class) | 1 | Module 7: Out and about (Place s around us/Mysteries)- Reading comprehension/ pre-while-post reading activities Vocabulary: shops and products, places in a city, food/drinks, phrasal verbs Workbook exercises | 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 | Grammar: Countable/Uncountable nouns Workbook exercises Listening: dialogues in shops, conversations, multiple choice/ T/F statements/answer questions | | | | |
| 5 | | 2 | | | | | |
| 6 | | 3 | | | | | |
| 7 | | 1 | Speaking: talk about fashion/clothes/dialogues in shops, (pronunciation) Writing: an email about your house/neighbourhood Workbook exercises and cross curricular topics CLIL | | | | |
| 8 | | 2 | | | | | |
| 9 | | 3 | | | | | |
| 10 | | 1 | Language Review / Self check section Grammar/ Vocabulary bank Project | | | | |
| 11 | | 2 | | | | | |
| 12 | | 3 | | | | | |
| 13 | Culture formation <ul style="list-style-type: none"> • Listening (3 classes) • Reading | 1 | European Language Portfolio (ELP) exercises Module 8: Holidays and life choices (Out and about/Holidays/Life choices) Reading comprehension/ pre-while-post reading activities | Students speak about their relation with the technology. | Group work brainstorming brainstorming pair work | assessing answers assessing group work | Studentbook workbook picture dictionary CD |
| 14 | | 2 | | | | | |
| 15 | | 3 | | | | | |

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| | (1 class) <i>Language formation</i> | | Vocabulary exercises: types of holidays and activities, tourist attractions, life events, phrasal verbs | Students compare what we used in the past with what we use right now. | | assessing group work assessing home work | Internet Digital platform Posters, photos studentbook CD Test papers studentbook |
| 16 | <ul style="list-style-type: none"> • Use of language (3- classes) • Speaking (1 class) • Writing (1 class) | 1 | Workbook exercises | | | | |
| 17 | | 2 | Grammar: will/won't/going to/ present continuous for future | | | | |
| 18 | | 3 | Workbook exercises | | | | |
| 19 | | 1 | Listening: ask for and give instructions, announcements, a radio interview, | | | | |
| 20 | | 2 | multiple choice/T/F statements/gap filling | | | | |
| 21 | | 3 | Speaking: discuss holiday plans, talk about future plans/intentions/arrangements, make predictions (pronunciation) Writing: a short text about a tourist destination, an email about your holiday, an opinion essay | | | | |
| 22 | | <i>Culture formation</i> | 1 | Workbook exercises and cross curricular topics CLIL | 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 |
| 23 | <ul style="list-style-type: none"> • Listening (3 classes) • Reading (1 classes) | 2 | Language Review / Self check section | | | | |
| 24 | | 3 | Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points) | | | | |
| 25 | | <ul style="list-style-type: none"> • Use of language (4 classes) • Speaking (3 classes) • Writing (2 classes) | 1 | Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points) | | | |
| 26 | 2 | | | | | | |
| 27 | 3 | | Test Project | | | | |
| 28 | 1 | | Project | | | | |
| 29 | 2 | ELP (European Language portfolio) | | | | | |
| 30 | 3 | exercises and assessment | | | | | |

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|--|---|--|--|--|--|--|--|
| | <i>Portfolio</i> (2 classes) | | ELP (European Language portfolio) exercises and assessment | Teacher shows a map of the world students identify countries they know and discuss about different time zones | | | |
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