

## *THIRD PERIOD PLANNING*

*MARCH- JUNE*










*FIELD: Languages and Communication*

*Subject: English IX*

*First period - 30 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 hi/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 classter 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.	<b>Culture formation</b> <ul style="list-style-type: none"><li>• <b>Listening</b> (3 classes)</li><li>• <b>Reading</b> (1 class)</li></ul> <b>Language formation</b> <ul style="list-style-type: none"><li>• <b>Use of language</b> (4 classes)</li><li>• <b>Speaking</b> (1 class)</li><li>• <b>Writing</b> 1 class)</li></ul> <b>Portfolio</b> (2 classes)	1	<b>Module 7:</b> Supporting the others (Helping hands/ Helping out) - Reading comprehension/ pre-while-post reading activities <b>Vocabulary:</b> injuries, first aid, social problems, emergency services, volunteer work, celebrations, verbs and prepositions, phrasal verbs <b>Grammar:</b> comparisons; subject/object questions	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				
5		2	<b>Listening:</b> conversations,monologues, a radio programme,T/F statements/answer questions				
6		3	<b>Speaking:</b> call emergency services, express feelings, ask and answer, dialogue practice (pronunciation)				
7		1	<b>Writing:</b> a letter to the editor making suggestions, a formal letter asking for information, a personal email  Workbook exercises and cross curricular topics CLIL  Language Review / Self check section				
8		2					
9		3					
10		1	Grammar/ Vocabulary bank				
11		2	<b>Project</b>				
12		3	<b>European Language Portfolio</b> (ELP) exercises and assessment				
13	<b>Culture formation</b> <ul style="list-style-type: none"><li>• <b>Listening</b> (3 classes)</li><li>• <b>Reading</b></li></ul>	1	<b>Module 8:</b> Life on our planet (Life and living/ Planet Earth/Right or wrong) Reading comprehension/pre-while-post reading activities <b>Vocabulary exercises:</b> advertising, money, education, crimes, geographical	<b>Teacher creates different shopping situations for students, put them in groups and they</b>	Group work brainstorming questions and answers gap filling pair work	observation assessing answers assessing group work	Student book workbook picture dictionary CD Internet
14		2					
15		3					

	<b>(1 class)</b> <i>Language formation</i> <ul style="list-style-type: none"><li>• Use of language (3- classes)</li><li>• Speaking (1 class)</li><li>• Writing (1 class)</li></ul>		features,phrasal verbs <b>Grammar:</b> Reported speech	<b>prepare and act dialogues.</b> <b>a. You and your friend are going to buy a present for one of your friends who has his birthday.</b>	matching exercises Group work questions and answers gap filling matching exercise Group work		
16		1	Workbook exercises			assessing home work using checklists self-assessment	Digital platform Posters, photos Student book CD Test papers studentbook
17		2	<b>Listening:</b> conversations, monologues, a radio report, sentence completion, T/F statements/answer questions <b>Speaking:</b> speculationg and making decisions, talk about environmental problems, (pronunciation)				
18		3					
19		1	<b>Writing:</b> a for-and-against essay; an online article; an article describing a place Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points, Language Review) Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points)				
20		2					
21		3					
22	<i>Culture formation</i> <ul style="list-style-type: none"><li>• <b>Listening</b> (3 classes)</li><li>• <b>Reading</b> (1 classes)</li></ul>	1	<b>Test</b> Cross curricular readings and activities CLIL <b>Project</b>	<b>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.</b> 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		
23		2					
24		3					
25	<i>Language formation</i> <ul style="list-style-type: none"><li>• Use of language (4 classes)</li><li>• <b>Speaking</b> (3 classes)</li><li>• <b>Writing</b> (2 classes)</li></ul>	1	<b>Project</b> <b>ELP</b> (European Language Portfolio) exercises and assessment <b>ELP</b> (European Language Portfolio) exercises and assessment			observation assessing answers assessing group work assessing home work using checklists self-assessment test	studentbook workbook picture dictionary CD Internet Digital platform Posters, photos
26		2					
27		3					
28		1	class 9 test revision (Reading Comprehension) class 9 test revision (Use of Language) class 9 test revision (Writing)				
29		2					
30		3					

	<b><i>Portfolio</i></b> <b>(2 classes)</b>						
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