

**YEARLY PLAN
FOR THE
ENGLISH
LESSON
(7th Grade)**

UNIT	MONTH	WEEK	HOUR	TOPICS	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
Unit 1 / Interesting Beliefs: Horoscopes	SEPTEMBER	2 - 3	4 + 4	<p>FUNCTION/S Imparting information</p> <p>Recalling and rehearsing an appropriate set of phrases from his/her repertoire</p> <p>LISTENING Identifying the topic of discussion between native speakers which is conducted slowly and clearly in a recorded text</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>READING Understanding short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language</p> <p>Finding specific, predictable information in simple everyday material such as horoscopes</p> <p>Locating specific information in lists and isolating the information required in horoscopes</p> <p>WRITING Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>SPEAKING Describing his/her family, living conditions, educational background, present or most recent job</p> <p>Describing people, places and possessions in simple terms</p> <p>Describing him/herself; what he/she does and where he/she lives</p> <p>Giving a short, rehearsed, basic presentation on a familiar subject</p> <p>Answering straightforward follow up questions</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
				<p>Interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary</p> <p>Asking and answering questions and exchange ideas and information on familiar topics in predictable everyday situations</p> <p>TASK Finding out and making a list of the sun signs of their family members</p> <p>WARM UP AND MATERIALS Before starting the unit, you can introduce the horoscope names to students</p> <p>Your learners can be familiar to the signs of horoscopes from newspapers, so you can introduce them with the help of the visuals</p>			

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Unit 2 / Tourist Attractions: Places to Visit	SEPTEMBER	4	4 + 4 + 4 + 4	<p>FUNCTION/S</p> <p>Expressing opinions</p> <p>Inquiring about and expressing agreement and disagreement</p> <p>Inquiring and stating whether one knows or does not know something or someone</p> <p>Inquiring about and expressing pleasure, liking, displeasure, dislike</p> <p>Inquiring and expressing interest or lack of interest</p> <p>Inquiring and expressing preference</p> <p>Expressing indifference</p> <p>Making comparisons and expressing degrees of difference</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>Writing short, simple imaginary biographies and simple poems about people</p> <p>SPEAKING</p> <p>Exchanging relevant information and give his/her opinion</p> <p>Agreeing and disagreeing with others</p> <p>Answering simple questions and responding to simple statements in an interview</p> <p>Using simple techniques to start; maintain, or end a short conversation</p> <p>Initiating, maintaining and closing simple, face-to-face conversation</p> <p>Asking for attention</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Identifying the main point of a TV series</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	OCTOBER	1 + 2		<p>TASK</p> <p>Choosing their favourite character from a TV series and writing an imaginary biography of him/her or a poem for him/her</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can ask the students to bring pictures or photos related to their favourite TV programmes or TV characters so that you can use them at the warm up stage. You can also pre-teach some key vocabulary related to programme types</p>			

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Unit 3 / Our Natural Heritage : Preserving Our Environment	OCTOBER	3 - 4	4 + 4	<p>FUNCTION/S</p> <p>Seeking and giving information Seeking and giving advice Getting things done:</p> <ul style="list-style-type: none"> * suggesting a course of action, * inviting others to do something, * advising others to do something, * warning others to take care or to refrain from doing something, * instructing or directing others to do something <p>Drawing simple conclusions and making recommendations</p> <p>Making and responding to offers and suggestions</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
				<p>WRITING</p> <p>Writing short, simple notes and messages relating to matters in areas of immediate need</p> <p>SPEAKING</p> <p>Describing everyday aspects of his/her environment</p> <p>Using simple descriptive language to make brief statements</p> <p>Finding out and passing on straightforward factual information</p> <p>Discussing practical issues in a simple way when addressed clearly, slowly and directly</p> <p>TASK</p> <p>Designing an environment-friendly means of public transport</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring pictures related to environmental problems and pre-teach key vocabulary</p> <p>Identifying the main point of TV news items</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p>			

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Unit 4 / Computers: Surfing on the Net	NOVEMBER	2 - 3	4 + 4	<p>FUNCTION/S</p> <p>Seeking and giving information</p> <p>Drawing simple conclusions and making recommendations</p> <p>Making and responding to offers and suggestions</p> <p>Discussing pros and cons of options</p> <p>Making comparisons and expressing degrees of difference</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>WRITING</p> <p>Writing short, simple notes and messages relating to matters in areas of immediate need</p>	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / Internet • pictures • flash cards • wall charts 	<ul style="list-style-type: none"> • CEF • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer • songs • guessing / predicting • dictation • dramatization • role - playing • repetition • doing • project 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests
				<p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>Asking for or passing on personal details in written form</p> <p>Writing a short simple e-mail</p> <p>Using and writing keywords and using search engines</p> <p>SPEAKING</p> <p>Finding out and passing on straightforward factual information</p> <p>Discussing practical issues in a simple way when addressed clearly, slowly and directly</p> <p>TASK</p> <p>Preparing a draft for the home page of their personal website</p> <p>WARM UP AND MATERIALS</p> <p>Before you start this unit, you can take the students to a computer lab (if possible) so that your students can have an idea about the computers You can also pre-teach words related to computer parts</p>			

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Unit 5 / Fashion: Technology	NOVEMBER	4	4 + 4	<p>FUNCTION/S</p> <p>Seeking and giving information Drawing simple conclusions and making recommendations Making and responding to offers and suggestions</p> <p>Discussing pros and cons of options Making comparisons and expressing degrees of difference</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages Finding specific information in simple recorded texts</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>WRITING</p> <p>Writing short, simple notes and messages relating to matters in areas of immediate need Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	DECEMBER	1		<p>SPEAKING</p> <p>Finding out and passing on straightforward factual information Discussing practical issues in a simple way when addressed clearly, slowly and directly</p> <p>Asking very simply for repetition when he/she does not understand Asking for clarification about key words or phrases not understood using stock phrases</p> <p>Asking very simply for repetition when he/she does not understand Asking for clarification about key words or phrases not understood using stock phrases</p> <p>Understanding enough to manage simple, routine exchanges without undue effort Using simple descriptive language to make brief statements about and compare objects and possessions</p> <p>TASK</p> <p>Designing and advertising their technological device</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring photos or pictures to class representing different lifestyles (urban, rural, etc) to teach related vocabulary</p>			

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Unit 6 / TV Programmes: Series	DECEMBER	2 - 3	4 + 4	<p>FUNCTION/S</p> <p>Expressing opinions</p> <p>Inquiring about and expressing agreement and disagreement</p> <p>Inquiring and stating whether one knows or does not know something or someone</p> <p>Inquiring about and expressing pleasure, liking, displeasure, dislike</p> <p>Inquiring and expressing interest or lack of interest</p> <p>Inquiring and expressing preference</p> <p>Expressing indifference</p> <p>Making comparisons and expressing degrees of difference</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Identifying the main point of a TV series</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p>	<p>books</p> <p>dictionaries</p> <p>black / white board</p> <p>OHP</p> <p>CD</p> <p>CD player</p> <p>computer / Internet</p> <p>pictures</p> <p>flash cards</p> <p>wall charts</p>	<p>• CEF</p> <p>• CILL (Content and Language Integrated Approach)</p> <p>• Process - Oriented Approach</p> <p>• NLP</p> <p>• MIT</p> <p>• games</p> <p>• question / answer</p> <p>• songs</p> <p>• guessing / predicting</p> <p>• dictation</p> <p>• dramatization</p> <p>• role - playing</p> <p>• repetition</p> <p>• doing</p> <p>• project</p>	<p>• Portfolio assessment</p> <p>• Observation</p> <p>• Quiz</p> <p>• Tests</p>
				<p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>Writing short, simple imaginary biographies and simple poems about people</p> <p>SPEAKING</p> <p>Exchanging relevant information and give his/her opinion</p> <p>Agreeing and disagreeing with others</p> <p>Answering simple questions and responding to simple statements in an interview</p> <p>Using simple techniques to start; maintain, or end a short conversation</p> <p>Initiating, maintaining and closing simple, face-to-face conversation</p> <p>Asking for attention</p> <p>TASK</p> <p>Choosing their favourite character from a TV series and writing an imaginary biography of him/her or a poem for him/her</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can ask the students to bring pictures or photos related to their favourite TV programmes or TV characters so that you can use them at the warm up stage. You can also pre-teach some key vocabulary related to programme types</p>			

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Unit 7 / Old Days: Family Album	DECEMBER	4	3 + 3	FUNCTION/S Describing people (personal appearance, qualities, in the past)	SPEAKING Describing past states Handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord Understanding enough to manage simple, routine exchanges without undue effort Asking for and providing personal information Asking and answering questions about themselves and other people TASK Choosing an old family photograph of theirs and giving information about those days WARM UP AND MATERIALS Before starting this unit, you can ask students to bring old black and white photos of their grandparents and have them talk about old lifestyles or use them as at pre- or post stages You can also ask them to prepare a family tree along with photographs and share it with their peers	<ul style="list-style-type: none">• CEF• CILL (Content and Language Integrated Approach)• Process - Oriented Approach• NLP• MIT• games• question / answer• songs• guessing / predicting• dictation• dramatization• role - playing• repetition• doing• project	<ul style="list-style-type: none">• Portfolio assessment• Observation• Quiz• Tests
				LISTENING Catching the main point in short, clear and simple messages Finding specific information in simple recorded texts			
	READING Understanding short, simple texts on familiar matters Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context						
	WRITING Writing a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”						
	JANUARY	1					

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Unit 8 / Inventors and Explorers: Inventions and Discoveries	JANUARY	2 - 3	4 + 4	<p>FUNCTION/S</p> <p>Imparting and seeking factual information</p> <p>Describing and narrating past events</p> <p>Stating and inquiring whether someone knows or does not know something or someone</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>Writing very short, basic descriptions of past events</p> <p>SPEAKING</p> <p>Describing past events</p> <p>Asking and answering questions about inventions, pastimes and past activities</p> <p>Asking very simply for repetition when he/she does not understand</p> <p>Asking for clarification about key words or phrases not understood using stock phrases</p> <p>Saying he/she didn't follow</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	FEBRUARY	2		<p>TASK</p> <p>Thinking and deciding what the most important invention/discovery is for them</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can ask students to bring photos of important inventions You can also pre-teach related vocabulary like 'invent, invention, discover, discovery, create' etc</p>			

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Unit 9 / Tales and Legends: Folk Tales	FEBRUARY	2 - 3 - 4	4 + 4 + 4	<p>FUNCTION/S</p> <p>Imparting and seeking information</p> <p>Describing and narrating past events</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Understanding and producing simple narratives</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>Reading tales for pleasure</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
				<p>Writing very short, basic descriptions of past events</p> <p>SPEAKING</p> <p>Describing past events and people</p> <p>Asking and answering questions about pastimes and past activities</p> <p>Telling a story</p> <p>Giving and receiving information about past events, people, places, dates, etc</p> <p>TASK</p> <p>Changing the end of a tale/ legend and writing it down</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring sample folk tales to class and try several story telling activities or simply dictate some stories</p> <p>You can also ask students to search and bring sample folk tales from different countries</p>			

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Unit 10 / Amazing History: Hard to Believe	MARCH	1 + 2 + 3	4 + 4 + 4	<p>FUNCTION/S</p> <p>Imparting and seeking information</p> <p>Describing and narrating past event</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Understanding and producing simple narratives</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
				<p>Writing very short, basic descriptions of past events</p> <p>SPEAKING</p> <p>Describing past events</p> <p>Asking and answering questions about pastimes and past activities</p> <p>Giving and receiving information about past events, people, places, dates, etc</p> <p>Giving a short, rehearsed presentation on a topic, briefly giving reasons and explanations</p> <p>Answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible</p> <p>TASK</p> <p>Finding an interesting but strange story</p> <p>Summarizing it</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can introduce examples of unbelievable events or stories (eg crop circles, the pyramids, Bermuda triangle, Atlantis) to elicit students' ideas</p>			

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Unit 11 / Skills: Personal Skills	MARCH	4	4 + 4	FUNCTION/S Imparting and seeking information Inquiring about capability or incapability Expressing capability and incapability	Asking and answering questions about pastimes and past activities Answering simple questions and responding to simple statements in an interview	• CEF • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer songs • guessing / predicting • dictation • dramatization • role - playing • repetition • doing • project	• Portfolio assessment • Observation • Quiz • Tests
				LISTENING Catching the main point in short, clear and simple messages Finding specific information in simple recorded texts	Making him/herself understood in an interview and communicating ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to	• books • dictionaries • black / white board • OHP • CD • CD player • computer / Internet • pictures • flash cards • wall charts	
	APRIL	1	4 + 4	READING Understanding short, simple texts on familiar matters Finding specific, predictable information in simple everyday material Locating specific information in lists and isolating the information required Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context	Communicating in simple and routine tasks requiring a simple and direct exchange of information Asking for and providing personal information		
				WRITING Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because" Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience	Pasting a personal photo of theirs showing one of their abilities and writing a sentence about it		
				WARM UP AND MATERIALS Before starting this unit, you can bring pictures related to abilities and skills (eg playing basketball, playing tennis, playing the guitar, singing, etc) to draw students' attention on personal skills, and have students talk about what they are good at You can also introduce 'can and could' structures to talk about present and past abilities			
				SPEAKING Talking about past and present abilities and disabilities			

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Unit 12 / Changing Life Styles: Social Life	APRIL	2 + 3	4 + 4	<p>FUNCTION/S</p> <p>Imparting and seeking information</p> <p>Asking for and giving information about past routines and habits</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Recognizing differences between past and present life styles in an excerpt from a film (eg documentary, movie, TV program, etc)</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p>	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / Internet • pictures • flash cards • wall charts 	<ul style="list-style-type: none"> • CEF • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer • songs • guessing / predicting • dictation • dramatization • role - playing • repetition • doing • project 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests
				<p>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p>SPEAKING</p> <p>Talking about past habits and routines</p> <p>Asking and answering questions about pastimes and past habits and routines</p> <p>Finding out and passing on straightforward factual information</p> <p>Communicating in simple and routine tasks requiring a simple and direct exchange of information</p> <p>Asking for and providing personal information</p> <p>TASK</p> <p>Finding a picture showing life style in the past</p> <p>Writing a short paragraph explaining it</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring pictures representing past and present lifestyles introduce the structure 'used to' to describe past routines and habits</p>			

UNIT	MONTH	WEEK	HOUR	TOPICS	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
Unit 13 / Technology: Friend or Foe?				<p>FUNCTION/S</p> <p>Identifying and describing objects (shape, size, weight, colour, purpose or use, etc)</p> <p>Making comparisons and expressing degrees of difference</p> <p>Expressing agreement and disagreement, and contradicting people</p> <p>Expressing preferences, opinions and making choices</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	MAY	1	4 + 4	<p>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p>SPEAKING</p> <p>Using an inadequate word from his/her repertoire and using gesture to clarify what he/she wants to say</p> <p>Handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble</p> <p>Agreeing and disagreeing with others</p> <p>Discussing everyday practical issues in a simple way when addressed clearly, slowly and directly</p> <p>Saying what he/she thinks about things</p> <p>Finding out and passing on straightforward factual information</p> <p>TASK</p> <p>Examining the word list which covers terms related to technology Consulting a dictionary or thesaurus, finding their meanings / synonyms / antonyms</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring pictures of technological devices we use in our daily lives and have students talk about their importance in our lives You can remind the comparative usages as well</p>			
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Unit 14 / Ecology: Fauna	MAY	2 + 3	4 + 4	<p>FUNCTION/S</p> <p>Identifying and describing animals (shape, size, weight, colour, height, behaviour, etc)</p> <p>Making comparisons and expressing degrees of difference</p> <p>Imparting and seeking factual information</p> <p>Expressing capability and incapability</p> <p>Inquiring about capability or incapability</p> <p>Warning others to take care or to refrain from doing something</p> <p>Advising others to do something</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
				<p>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p>SPEAKING</p> <p>Using an inadequate word from his/her repertoire and using gestures to clarify what he/she wants to say</p> <p>Giving a simple description or presentation of people, living conditions, daily routines, likes/dislikes, etc as a short series of simple phrases and sentences linked into a list</p> <p>Describing life cycles</p> <p>Using simple descriptive language to make brief statements and compare objects and possessions</p> <p>Understanding enough to manage simple, routine exchanges without undue effort</p> <p>TASK</p> <p>Preparing a poster to promote animal rights and to raise social awareness about animals</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring different animal pictures to help students get familiar with the context</p>			

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Unit 15 / Modern Medicine: Miracles	MAY	4	3 + 3	<p>FUNCTION/S</p> <p>Making comparisons and expressing degrees of difference</p> <p>Imparting and seeking factual information</p> <p>Warning others to take care or to refrain from doing something</p> <p>Advising others to do something</p> <p>Offering to do something</p> <p>Accepting an offer</p> <p>Declining an offer</p> <p>Expressing capability and incapability</p> <p>Inquiring about capability or incapability</p> <p>Giving and seeking permission to do something</p> <p>Expressing pleasure, liking</p> <p>Expressing displeasure, dislike</p> <p>Inquiring about pleasure, liking, displeasure, dislike</p> <p>Expressing surprise</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Locating specific information in lists and isolating the information required</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / Internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CEF CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	JUNE	1		<p>WRITING</p> <p>Writing a series of simple phrases and sentences linked with simple connectors like "and", "but" and "because"</p> <p>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience</p> <p>SPEAKING</p> <p>Giving a simple description or presentation of people, living conditions, daily routines, likes/dislikes, etc as a short series of simple phrases and sentences linked into a list</p> <p>Using simple descriptive language to make brief statements and compare objects and possessions</p> <p>Initiating, maintaining and closing simple, face-to-face conversation</p> <p>Asking very simply for repetition when he/she does not understand</p> <p>Communicating in simple and routine tasks requiring a simple and direct exchange of information</p> <p>Discussing what to do next, making and responding to suggestions, asking for and giving directions</p> <p>TASK</p> <p>Finding a photo of someone whom they would like to change Showing the changes they would make</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can introduce the names of common illnesses and related keywords like 'cure, treat, treatment, heal, disease, medication, etc' You can also introduce the 'structure 'if clause – type 0'</p>			

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Unit 16 / Inner World: Emotions and Thoughts	JUNE	2 + 3	4 + 4	<p>FUNCTION/S</p> <p>Speculating about feelings</p> <p>Checking on meaning and intention</p> <p>Helping others to express their ideas</p> <p>Talking about physical and emotional feelings</p> <p>Expressing opinions and making choices</p> <p>Expressing sympathy</p> <p>LISTENING</p> <p>Catching the main point in short, clear and simple messages</p> <p>Finding specific information in simple recorded texts</p> <p>Deriving the probable meaning of unknown words from the context</p> <p>READING</p> <p>Understanding short, simple texts on familiar matters</p> <p>Finding specific, predictable information in simple everyday material</p> <p>Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context</p> <p>WRITING</p> <p>Linking words or groups of words with very basic linear connectors like 'and' or 'then'</p> <p>Expanding learned phrases through simple recombination of their elements</p> <p>Copying out short texts in printed or clearly handwritten format</p> <p>Picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence</p>	<p>books</p> <p>dictionaries</p> <p>black / white board</p> <p>OHP</p> <p>CD</p> <p>CD player</p> <p>computer / Internet</p> <p>pictures</p> <p>flash cards</p> <p>wall charts</p>	<p>• CEF</p> <p>• CILL (Content and Language Integrated Approach)</p> <p>• Process - Oriented Approach</p> <p>• NLP</p> <p>• MIT</p> <p>• games</p> <p>• question / answer</p> <p>• songs</p> <p>• guessing / predicting</p> <p>• dictation</p> <p>• dramatization</p> <p>• role - playing</p> <p>• repetition</p> <p>• doing</p> <p>• project</p>	<p>• Portfolio assessment</p> <p>• Observation</p> <p>• Quiz</p> <p>• Tests</p>
				<p>and experience</p> <p>SPEAKING</p> <p>Communicating what he/she wants to say in a simple and direct exchange of limited information on familiar and routine matters</p> <p>Managing very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication</p> <p>Expressing opinions and attitudes in a simple way</p> <p>Saying he/she didn't follow</p> <p>Asking for clarification about key words or phrases not understood using stock phrases</p> <p>Asking very simply for repetition when he/she does not understand</p> <p>Indicating when he/she is following</p> <p>Asking for attention</p> <p>Initiating, maintaining and closing simple, face-to-face conversation</p> <p>Using simple techniques to start, maintain, or end a short conversation</p> <p>TASK</p> <p>Doodling (or drawing) their feelings – one negative, one positive</p> <p>WARM UP AND MATERIALS</p> <p>Before starting this unit, you can bring pictures symbolizing different of moods to remind or introduce the related adjectives</p>			