



Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Description of a sports event (Camel Racing)	<ul style="list-style-type: none"> - Analyze a paragraph about a sports event in terms of language and reading comprehension. - Describe a sports event (camel racing) using the new compositions. -Create a descriptive paragraph about a sports event (camel racing) using the new compositions. 	-Write a descriptive paragraph about a sports event (camel racing) using the new compositions and new vocabulary and adjectives.	<ul style="list-style-type: none"> -Description -Hardworking - Analysis: critical or logical thinking
	2	Description of a sports event (Horse Racing)	<ul style="list-style-type: none"> -Analyze a paragraph about a sports event in terms of language and reading comprehension. - describe a sports event (Horse racing) using the new compositions. -Create a descriptive paragraph about a sports event (Horse racing) using the new compositions. 	-Write a descriptive paragraph about a sports event (Horse racing) using the new compositions and new vocabulary and adjectives.	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking
	3	Description of Tour	<ul style="list-style-type: none"> -Analyze a paragraph about the most famous countries that he visited linguistically and in terms of reading comprehension linguistically. -Describe a tour around the world using the new vocabulary 	- Write a descriptive paragraph about a tour of the world using the new compositions and new vocabulary and adjectives (Draft 1).	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking
	4	Description of Tour	<ul style="list-style-type: none"> -Analyze a paragraph about a tour of the most famous touristic places in terms of language and reading comprehension. - express his opinion on his tourist tour, explaining the reason. - create a descriptive paragraph about a tour using the new composition (Draft 2) 	- Write a descriptive paragraph about a tour using the new compositions and new vocabulary and adjectives (Draft 2).	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking -Linking to the school.



	5	Description of Tour	<ul style="list-style-type: none"> -Analyze a paragraph about the most famous sports and foods in a tour around the world in terms of language and reading comprehension. -Express his opinion on the most famous foods and sports on a tourist tour, using phrases indicating the expression of opinion. -Create a descriptive paragraph about famous sports and food on a tourist tour using phrases that refer to the description. Draft 3 	<ul style="list-style-type: none"> - write a descriptive paragraph about famous sports and food on a tourist tour using the new compositions and new vocabulary and adjectives and phrases that refer to the description (Draft 3). 	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking -Linking to the school.
	6	School Rules Regulations (Classroom Rules)	<ul style="list-style-type: none"> -Analyze a paragraph on classroom rules in terms of language and reading comprehension. -Provide instructions to follow the classroom rules, using the warning. -Design signs about classroom rules, employing phrases indicating guidance - create a paragraph on classroom rules using guidance. Draft 1 	<ul style="list-style-type: none"> -Create a paragraph on classroom rules using guidance. Draft 1 	<ul style="list-style-type: none"> - Guidance -Hardworking Analysis: critical or logical thinking -Linking to the school.
Term 1.2	1	Revisions APT Assessment			
	2	Description of a life event (Meal preparation)	<ul style="list-style-type: none"> - The learner analyzes the paragraph linguistically in terms of the new vocabulary and the target language. - The learner should employ (command verb) in preparing a meal. - The learner lists the instructions for preparing a meal using (I advise you to). - The learner creates a paragraph using the imperative verb, explaining the steps to prepare a meal. 	<ul style="list-style-type: none"> -Write a descriptive paragraph about a (Meal preparation) using the new compositions, new vocabulary, adjectives and (command verb) 	<ul style="list-style-type: none"> -Description -Hardworking - Analysis: critical or logical thinking



	3	Description of a) Conversation with the taxi driver)	<ul style="list-style-type: none"> - The learner distinguishes the different interrogative tools. (who - where - when - how much - why) - The learner analyzes the dialogue into its basic elements. - The learner establishes a dialogue with a speaking driver. - The learner establishes a dialogue with the driver (in writing). 	<ul style="list-style-type: none"> - The learner produces an understandable speech and dialogue with the taxi driver and is also able to translate this dialogue into a written text. 	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking
	4	Dialogue with a) famous person)	<ul style="list-style-type: none"> - The learner analyzes a dialogue with a famous personality linguistically and in terms of understanding the reader. - The learner should deduce the main information contained in the dialogue. - The learner establishes a dialogue with a famous personality (speaking). - The learner establishes a dialogue with a famous personality. (in writing) 	<ul style="list-style-type: none"> - Speaking by describing pictures, constructing and developing sentences, and the student can manage a conversation with a famous person. 	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking
	5	Revisions TERM 1 Assessment			
	6	Conversation with my teacher	<ul style="list-style-type: none"> - The learner concludes the dialogue with the main information contained in the dialogue with the teacher. - That the learner employs phrases indicating the beginning and end of the dialogue in his dialogue. 	<ul style="list-style-type: none"> - write a descriptive Dialogue with your idol using the new compositions and new vocabulary and adjectives and phrases that refer to the description (Draft 3). 	<ul style="list-style-type: none"> -Description -Hardworking Analysis: critical or logical thinking -Linking to the school.



			<ul style="list-style-type: none"> - The learner establishes a dialogue with his teacher using the phrases indicating greeting and farewell (speaking). - The learner establishes a dialogue with his teacher, using phrases indicating greeting and farewell. (in writing) 		
	7	Dialogue with a leading figure)	<ul style="list-style-type: none"> - The learner analyzes the journalistic dialogue by answering the questions. - That the learner defines the elements of the journalistic dialogue with a leading figure (place - time - personalities - topic) <p>To express his opinion on the achievements of the leadership figure using linguistic structures.</p> <ul style="list-style-type: none"> - The learner expresses the manifestations of celebrating the National Day. 	<ul style="list-style-type: none"> - By simulating reality, the student can conduct a dialogue with his colleague, considering one of them a student and the other the leading figure. 	<ul style="list-style-type: none"> - Guidance -Hardworking Analysis: critical or logical thinking -Linking to the school.