

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
<b>Term 1.1</b>	1	Description of a sports event (Camel Racing)	- 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.	-Description -Hardworking - Analysis: critical or logical thinking
	2	Description of a sports event (Horse Racing)	-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.	-Description -Hardworking Analysis: critical or logical thinking
	3	Description of Tour	-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).	-Description -Hardworking Analysis: critical or logical thinking
	4	Description of Tour	-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).	-Description -Hardworking Analysis: critical or logical thinking -Linking to the school.

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

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

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