

<b>Title:</b> Greetings and Descriptions		<b>Year:</b> 7	<b>Term:</b> 1	<b>Duration:</b> 6 weeks
<b>Overview/ context:</b> Finding and creating their own sentences using a structure. Sentences will be on describing themselves and countries which speak target language.				
<b>Learning Outcomes:</b>				
<p><i>All students will be able to:</i></p> <ul style="list-style-type: none"> <li>Say/write phrases identifying name, age etc and features of selves</li> <li>Repeat greetings</li> </ul> <p><i>And within these phrases:</i></p> <ul style="list-style-type: none"> <li>recognise the different parts of a sentence sequence</li> <li>and place words correctly in the correct order in target language</li> <li>start applying these changes in written and spoken work.</li> </ul> <p>Level 1-2</p>	<p><i>Most students will be able to:</i></p> <ul style="list-style-type: none"> <li>Say/write phrases identifying name, age etc and features of selves from memory</li> <li>Adapt these descriptive phases to he/she</li> <li>Use appropriate greetings and responses</li> </ul> <p><i>And within these sentences:</i></p> <ul style="list-style-type: none"> <li>place words in target language in correct order consistently and confidently.</li> <li>identify the words have changed (conjunctives) in sentences, and begin to recognise patterns/rules of how and why these changes have occurred with regards to male/female, plural/singular, he/she etc.</li> </ul> <p>Level 3</p>	<p><i>Some students will be able to:</i></p> <ul style="list-style-type: none"> <li>find their own words in dictionaries to create their own sentences following the correct structure</li> <li>adapt words (conjunctives) in their own sentences</li> </ul> <p>Level 4</p>		
<b>Suggested Activities (3e,3f, 1.3, 1.4, 4g, 4f, 4c):</b> Use English sentences to identify the key parts/structure; show how same key parts are in target language sentences; use variety of vocabulary to put into their own sentences following model structure; students can use textbooks and dictionaries to find own words for this. Play 20 questions in pairs.				
<b>Framework Sub-strands-Concepts (1) Processes (2):</b>  7w2, 4 7s1, 2, 9 7t4, 7t5, 7t6 7c1, 7c2		<b>Key language – Vocabulary and Grammar (1.2, 3c, 3d):</b>  Noun- <b>object, verb</b> , adjective- <b>describer</b> , conjunctive – <b>changes/r</b>		
<b>Transferable Skills:</b> Peer assessment; team workers, social skills, reflective learners Writing sentences- literacy (functional skills) Researching own information to write sentences on country – independent enquirer, ICT – functional skills: writing/editing/saving/printing information, Geography - map		<b>Assessment (1.1, 3a, 4)</b> Reading and writing sentences on chosen country with t language: Peer marking of written sentences – identifying parts (level 2), translating key meaning (level 3), changing or correcting conjunctives (level 4). Speaking and listening – reading out sentences (levels as above)		