NATIONAL CURRICULUM

FOREIGN LANGUAGE

Grades X-XII

- **Subject area**
- **Implementation guide**

Chisinau, 2020

Glossary

1. **CEFR** - Common European Framework Reference for Languages
2. **SPED students** – Students with Special Educational Needs
3. **Content units** - strands (see the full definition below)
4. **EDC** - Education Code of the Republic of Moldova
5. **ERRE model** - Evocation, Making sense/ Realization of Meaning, Reflection, Extension
6. **ENC** - Evaluation of the National Curriculum in General Education
7. **FE/FA** - formative evaluation/assessment
8. **FLI** - The Foreign Language Curriculum I (first foreign language)
9. **Gymnasium** - Junior High School (also called Middle School) is usually grades 5-9 in Moldova, a closer interpretation for "gimnaziu".
10. **IE /IA**- initial evaluation/assessment
11. **LTD** - the Long-Term Design
12. **MECR** - The Ministry of Education, Culture and Research
13. **Mediation** - activity that allows an accessible (re)formulation of a primary text through translation or interpretation, summary, or synthesis. Linguistic mediation is a type of interaction that takes place among people that are unable to communicate, when speakers do not speak the same language, or when speakers do speak the same language, but one of them has wider or more specific knowledge of the common language.
14. **MFLC** - Massachusetts Foreign Languages Curriculum Framework
15. **NCRF** - National Curriculum Reference Framework
16. **SE/SA** - Summative evaluation/assessment
17. **"Strands"** - structural elements of the curriculum designating the way in which content is organized for the purpose of planning for student learning. The term "strands" is used to indicate: (a) the disciplines within a learning area, e.g., history, geography, economics, and civics under "social studies", each with its own associated goals for learning; (b) domains that group the related general and specific learning outcomes or objectives within a particular learning area or discipline. For example, in the New Zealand Curriculum of 2007 science education includes "nature of science" as a core unifying strand, and "the living world", "the planet earth and beyond", "the physical world" and "the material world" as strands providing contexts for learning. Another example is mathematics which can include, depending on the country, the following content strands: "number sense and operations", "algebra", "geometry", "measurement", and "statistics and probability".

*Supporting note for American users who are not familiar with these local organizations and acronyms used widely in the educational sector and also terms related to the local English Teaching Curriculum.

Overview

The *Foreign Language (FL)* curriculum for high school education is part of the National Curriculum and a component part of the curricular area *Language and communication,* representing a regulatory document and prescriptive instrument for implementation in the educational process in high school grades. The present Curriculum is the fourth generation of this type of document and the second generation of competency-based curricula. The goal of the high school Curriculum is to define and enforce the national and European educational policies related to the process of planning, teaching, learning, and evaluation of the *FL* subject at the level of high school education.

The need for change was determined by several factors, such as:

- the urgent need to start a new curriculum, following the expiration of the period of operation of the last generation of curriculum, approved in 2010;
- the development and promotion of new educational and curricular policies with reference to the development of the Education system as a whole and of the system for increasing competence in *FL* in particular;
- improvement of the weak areas identified during the assessment of the National Curriculum, including the *FL* Curriculum, based on the educational experience gained by the teaching community throughout the country, as well as the results of the national assessments of the students' language skills;
- correlation of the educational content of the *FL* Curriculum with the curriculum content of the relevant subjects Curriculum at the high school level, especially in the domain of *Language and Communication*;
- recommendations from the new European documents in regard to the development of a *FL* Curriculum and the effective acquisition of the key competences in the framework of compulsory education;
- correlation of the students' competences to the linguistic performance levels according to the new additions to *The Common European Framework of Reference for Languages* (2018).

The changes at the European and national levels which have dictated a systemic review of the Curriculum are justified by the provisions of several national and international regulatory documents of educational policies: *Sector Strategy "Education 2020" (2014), Education Code, 2014, The National Curriculum Reference Framework, 2017, BASIC CURRICULUM. Competence system for general education, 2018, The Common European Framework of Reference for Languages, 2018, Digital Competency Standards for General Education Teachers, 2015, Digital Competency Standards for Primary, Secondary and High School Students, 2015.*

All these documents promote a systemic approach to the concept of *curriculum*, and a curriculum development model focused on competencies and outcomes, that is, the product or the final result of the complex teaching-learning-assessment process.

It should also be noted that a prerequisite of the developments / reconceptualizations carried out within the current curriculum are based on elements of the revision the of the **NCRF**: clear delineation of the graduate's profile, clarification of the concept of competence, redefinition and articulation of specific skill from a pragmatic and functional perspective, reorganization of certain areas, the appearance of the concept of *Competence units* which replaced *sub-competences*, etc., all these are explained in more detail in *the Foreign Language Curriculum Implementation Guide* (hereinafter Guide).

All these factors have led to the conceptual orientation of the *FL* Curriculum for the high school level towards developing in students those initial competences of reception, production, interaction and mediation specific to the B1 level of the 2018 **CEFR** update. To this end, the curriculum provides for the correct sequencing and appropriate coverage of educational content, outlining the specific goals for each particular grade, taking into account the age and specific learning requirements of high school students, adjusting educational content to the current needs of the students (as dictated by necessity, utility, or appeal).

The functions of the *FL* Curriculum stem from the NCRF provisions and highlight innovation and design, regulation and criteria, orientation and alignment with the current national and international

trends in the educational system, such as a regulatory function which is associated with the teleological component and the strategic function which relates to the content and procedural components.

The new high school curriculum tackles foreign language teaching through the prism of six key elements: the communicative-action / communicative-situational approach, a focus on the learner as an active participant in the teaching-learning-assessment process, the introduction of transdisciplinary activities, the promotion of methodological alternatives for teaching-learning-evaluation, the formative and comprehensive assessment of learning, and a focus on current events and authentic learning contexts.

The beneficiaries of this document are not only curriculum designers, authors of the teaching resources, managers and teachers, students and parents, but also other interested users.

I. CONCEPTUAL FRAMEWORK

The FL Curriculum is a component part of the National Curriculum and represents a system of concepts, processes, products and outcomes that ensure the functionality and development of the *Foreign Language* subject at the high school level.

The high school Curriculum reflects the newest features of *The Framework Plan*, not only at the level of competence units, content units, recommended learning activities, and products, but also thematic suggestions - an innovative component of this Curriculum. The teaching process will continue to focus on the communicative aspect and the action approach to the language in order to broaden communicative competences in the foreign language, to provide guidance towards a successful academic and professional decision and to foster proper attitudes as part of the development of the adolescent's personality. Activities and thematic suggestions have been included, related to the new compulsory subjects included in *The Framework Plan*, such as Personal Development, Civic Education and Digital Education. Their role is to develop not only linguistic, sociolinguistic, pragmatic and (plur / inter-) cultural competences, but also to promote students' self-knowledge in the process of becoming informed, active and upright citizens who could relate openly and freely, demonstrating responsibility in making career decisions and lifelong personal development.

The revised curriculum reflects, along with previous schooling levels, the shift of focus from the teaching process to the learning process; it also highlights the importance of results over presentation, reiterates the importance of a formative-developmental education as opposed to an informative-reproductive one. The educational content has been reworked and transformed into functional realities, which promote autonomy, creativity, ingenuity, and the students' interests and are correlated with the of intellectual, psychological and age-related characteristics of the students.

The study of a foreign language at the high school level will also take into account the developmental needs of students who, after taking the baccalaureate exam, will enter directly into the workforce or will aspire to continue their studies in higher education, to this end they must acquire a full range of skills for the independent use of the foreign language they have studied in their social and professional activity, in accordance with to the indicators in the CEFR Companion Volume (2018) for the B1 level. Tenth grade students will proceed with the assimilation, consolidation and extension of the competences acquired in the gymnasium stage, the 11th grade - with the extension and deepening of these competences, and the12th grade – with the deepening and systematization of the skills acquired throughout high school with the eventual focus towards undergraduate studies.

The new conceptual vision for the high school cycle is determined by the definition of school competence advanced by the *Education Code* and *the National Curriculum Reference Framework*, namely: "*school competence is an integrated system of knowledge, skills, abilities and values, acquired, formed and developed through learning, whose application allows the identification and solution of various problems in diverse contexts and settings*". The key component in the *FL* Curriculum is the system of learning outcomes based on a competence system consisting of:

A. Key / intersectional/ competences - an important curricular category with a high level of abstraction and generalization, which concerns society's expectations regarding the learning pathway and the most general performance that students can achieve by the end of their schooling. These reflect

both trends in the national education policies, reflected in *the Education Code* (2014), as well as trends in the international ones, as stipulated in *The Recommendations of the European Commission* (2018). The key / intersectional competences span different spheres of social life; have a pluri- / inter- / transdisciplinary character; can be applied within the discipline-specific competences, competency units, content units, recommended learning activities and products; and are formed and developed progressively and gradually throughout the levels and cycles of education.

B. Subject Specific Competences derive from the transdisciplinary competences and the key / intersectional competences and represent integrated systems of knowledge, skills, attitudes and values, which the high school level *foreign language* subject-area aims to develop through the end of the twelfth grade.

C. Units of competence, are components of the competences that facilitate the development of Specific Competences and represent stages or pre-acquisitions in their construction. The competence units are structured and developed in the *Foreign Language* discipline for each of the 10th - 12th grades over the course of a learning unit/ school year. The CEFR Companion Volume (2018) introduced online interaction as an important element of communication in a foreign language, along with oral and written communication. In 2015, the Ministry of Education published

The Standards of digital skills for general education teachers and *The Standards of digital competences of the primary, middle and high school students.* In order to reflect this innovation, the new Curriculum for the high school cycle includes indicators that refer to the student's ability to understand information published in various digital sources, such as websites, infographics and digital ads, and to participate effectively in online discussions and conversations. The suggestions for Use of Language and the list of recommended learning activities and products have also been diversified, and now include reading online stories, using interactive online tests, creating digital posters, formulating short, clear messages in a chat or forum, creating an online blog or portfolio in a foreign language, recording an audio (podcast) or video message in a foreign language, etc.

In 2019, the curricula for both the Gymnasium and the high school levels were enriched with separate lists of suggestions for contexts and communicative tasks, divided by grades and sequentially ordered. These were organized into six key groups: personal environment, family environment, social and informational environment, natural environment and cultural environment. The order in which these recommended thematic suggestions will be addressed will be determined by the specifics of the content units, their use in everyday settings or contexts, the texts offered for reading or listening and the performance of specific action tasks.

Along with the components of the National Curriculum, the *Framework Plan* and the CEFR Companion Volume (2018) the new high school curriculum aims to provide teachers and textbook authors with the necessary resources to develop all four key language learning skills in accordance with the demands of the teaching-learning-assessment process in the 21st century. The linguistic, sociolinguistic, pragmatic and (inter- / pluri-) cultural skills will be developed through active thematic approaches that will contribute to the development of the student's personality, that they will display a spirit of initiative, will be capable of self-development and will demonstrate independence of opinion and action, responsibility, and openness to intercultural dialogue in the context of national and international values.

The *Foreign Language* curriculum includes in its structure the following products: *The curriculum as a school syllabus*; *the textbook*; *the methodological guide*; *the assessment tests*; *other curricular subjects*.

II. SUBJECT MANAGEMENT

Subject Status	Curricular area	Grade	No. of hours per week	No. of hours per year
Compulsory	Language and communication	10	2	68
		11	2	68
		12	2	66

2.1. RECOMMENDED ALLOCATION OF HOURS PER CONTENT UNIT

Grade	Content units	No. of hours
X	Personal environment Family School life Natural environment Cultural environment Social and informational environment Optional content for the teacher	10 6 6 7 22 12 5
XI	Personal environment Family School life Natural environment Cultural environment Social and informational environment Optional content for the teacher	10 6 6 7 22 12 5
XII	Personal environment Family School life Natural environment Cultural environment Social and informational environment Optional content for the teacher	10 6 6 7 22 12 3

The recommended specifications and the allocation of the themes / content units by grade level and hour per subject, based on to the curriculum contents, is established by the *Methodological Guidelines for the organization of the educational process in the discipline*, approved by the Ministry.

III. SUBJECT-SPECIFIC COMPETENCES

1. Linguistic Competence: Use of formal linguistic resources in carrying out communicative acts, showing flexibility and self-control.
2. Sociolinguistic Competence: Harnessing of linguistic resources in diverse communicative situations, valuing the social dimension of a language.
3. Pragmatic Competence: Integration of linguistic resources into unpredictable everyday contexts, demonstrating precision and fluency in discourse.
4. (Pluri- / inter-) cultural Competence: Integration of the specific cultural features of the allophone country in contexts of intercultural communication, expressing empathy / tolerance and acceptance of cultural diversity.

IV. LEARNING UNITS

Subject Specific Competences
SC 1. Linguistic Competence: Use of formal linguistic resources in carrying out communicative acts, showing flexibility and self-control.   **SC 2. Sociolinguistic Competence:** Harnessing of linguistic resources in diverse communicative situations, valuing the social dimension of a language.   **SC 3. Pragmatic Competence:** Integration of linguistic resources into unpredictable everyday contexts, demonstrating precision and fluency in discourse.   **SC 4. (Pluri- / inter-) cultural Competence:** Integration of the specific cultural features of the allophone country in contexts of intercultural communication, expressing empathy / tolerance and acceptance of cultural diversity
Thematic contexts
1. The personal environment   **2. Family**   **3. School life**   **4. Natural environment**   **5. Cultural environment**   **6. Social and informational environment**

Tenth Grade		
Competence Units	**Content Units**	
Reception of oral /audio-visual messages	**Use of Language**	**Recommended learning activities and concrete outcomes (school products)**
Phonological component 1.1. Ability to distinguish structures and phonetic features, specific to the foreign language pronounced/ uttered clearly and correctly. **Lexical and semantic component** 1.2. Perceiving the meaning of words and common expressions in everyday contexts. **Grammatical component** 1.3. Discrimination of the grammar structures specific to the foreign language, frequently used in everyday situations.	• To get informed • To follow orders and directions • To request information • To locate in space / time • To deduce the meaning •To express • Confirm • To deny **Elements of communication ***	**Activities:** • Identifying phonetic elements (sounds, patterns of intonation) by watching video recordings • Filling in the blanks with the proper grammatical structures based on an audio message. • Defining the meaning of words and phrases based on audiovisual aids. • Selecting the key vocabulary from an audio message. • Completing tables with the correct words /grammar structures based on an audio message. • Choosing the correct version. • Identifying statements as true / false. **Concrete outcomes(school products):** • Messages / texts / on-line. • Complex worksheets. • Roleplay of audio/ video sequences from television shows. • Collages / posters in traditional and digital format • Audiovisual recordings. • Presentations in traditional format and online. •Individual / group projects in traditional and / or digital format.

Production of oral messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Phonological component 1.4. Application of phonological structures specific to the foreign language to convey common messages in a clear and coherent way. **Lexical component** **The semantic component** 1.5. The use of an appropriate semantical and lexical repertoire to formulate clear and coherent messages. **Grammatical component** 1.6. Correct use of the grammatical structures frequently used in common situations.	• To offer information • To show duration / frequency • To express emotions / feelings • To give orders • To state • To deny • To propose • To accept • To refuse • To repeat • To formulate / paraphrase **Elements of communication***	**Activities:** • Correct reproduction of words and expressions and new intonation patterns. • Spontaneous translation of words / expressions / statements. • Reformulation of statements. • Formulation of questions based on provided answers. • Open-ended sentence completion. • Identifying the odd words. • Writing sentences based on images / video clips. • Analysis of iconographic supports. **Concrete outcomes(school products):** • Dramatizations / role plays. • Presentations in traditional and digital format. • Audiovisual / online reports. • Photo / video essays. • Infographics. • Interactive collages. • Individual / group projects in traditional and / or digital format.

Reception of written /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.7. Identification of the spelling rules specific to the foreign language in familiar contexts. **Lexical and semantic component** 1.8. Deduction of the meaning of some words and unknown expressions in common contexts. **Grammatical component** 1.9. Ability to distinguish frequently used grammatical structures, specific to the foreign language, in predictable situations.	• To identify • To inform • To ask for explanations • To consult • To accept • To refuse • To repeat • To specify • To ask for support • To confirm / deny • To deduce • To compare • To describe **Elements of communication ***	**Activities:** • Reading a text aloud by with appropriate tempo, intonation and expressiveness. • Assigning statements to audiovisual material. • Emphasizing logical connectors. • Identification of synonyms / antonyms homonyms /paronyms from the context. • Correctly ordering words in sentences • Matching columns by meaning. • Identifying the familiar grammatical forms in the text. **Concrete outcomes(school products):** • Texts, audiovisual / online messages. • Crosswords. • Worksheets. • Tables. • Infographics. • Collages / interactive collages / comics in traditional and digital format. • Audiovisual / online press articles. • Individual and group projects in traditional and /or digital format.

Production of written / on-line messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.10. Following the spelling rules specific to the foreign language when writing correct messages. **Grammatical component** 1.11. Application of the grammatical structures specific to the foreign language in writing correct messages.	• To specify • To describe • To propose • To complete • To formulate • To approve • To deny • To state • To confirm • To refuse • To express • To locate in time / space **Elements of communication ***	**Activities:** • Filling in the blanks with the grammatically appropriate words / phrases. • Integration of the proper lexical and grammatical structures into statements / descriptions / messages, tables, questionnaires. • Replacing words with synonyms / antonyms. • Creation of a lexical family. • Completing descriptions / captions based on iconographic supports. • Completing worksheets / tables / diagrams. • Identifying mistakes and correcting them. • Restoring punctuation marks. • Transforming sentences following a model. **Concrete outcomes(school products):** • Texts / messages / online. • Information panels / tables. • Collages / interactive collages. • Worksheets. • Diagrams in traditional and digital format. • Articles / pages of newspapers and magazines in traditional format and /or digital. • Illustrated lexical portfolios. • Individual and group projects. • Individual/ group/ in a traditional or/ digital format presentations

Reception of oral / written / audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.1. Recognition of the useful speech acts for diverse communicative situations. 2.2. Decoding short instructions, based on the images or diagrams presented. 2.3. Identification of strategies which are appropriate to the purpose and type of the message or conversation. 2.4. Selection of relevant information from commonly used documents.	• To request personal information or information about events in family life. • To ask for opinions, suggestions • To accept / refuse offers or invitations • To provide instructions • To express prohibitions • To express interest / agreement / disagreement • To locate people, objects, actions • To request information about prices and services. • To compare offers and alternatives • To conclude **Elements of communication ***	**Activities:** • Correction of intentional mistakes in a text / dialogue. • Reading preceded by listening or watching various cinematographic clips. • Reading online posts (on blogs, forums, and social networks). • Exercises on recognizing terms that belong to the same lexical field as a given word (related words). • Establishing contextual synonym relations. • Completing a form or survey. • Selecting erroneous text sequences that belong to another register. • Listening to online podcasts. • Watching TV shows (clips). **Concrete outcomes(school products):** • Short comments on media articles. • Audio / video recordings. • Summaries of texts / audio / video clips. • Comic strips / drawings in traditional and / or digital format. • Graphic representations / concept maps / tables. • Surveys / polls / interviews. • Collections of short articles, advertisements. • Themed collages / Scrapbooks / Lap books.

Production of oral /written / on-line messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.5. Exploration of the socio-cultural repertoire in various communicative situations. 2.6. The use of verbal and non-verbal language to support a point of view, as appropriate for the communicative situation. 2.7. Adaptation of language resources to write short functional texts, using standard language.	• To provide information about oneself • To express points of view, personal opinions • To express preferences • To express dis/satisfaction • To ask for permission • To make a polite request • To apologize • To express gratitude • To compare the advantages / disadvantages of advertising, of services • To list the benefits of an activity • To compare healthy and semi-processed products • To request a reservation at a restaurant, for a hotel room **Elements of communication ***	**Activities:** • Completing a questionnaire, a personal information form. • Writing comments / texts posted online. • Completing online forms or opinion polls. • Exercises which involve editing and transforming functional texts (reduction, expansion, restoration). • Listening to podcasts / watching TV shows, followed by group discussions. • Giving a public speech, according to a predetermined model. • Graphic representation exercises (Venn diagram, T-chart, Clustering, Fishbone). **Concrete outcomes(school products):** • Letters of intent. • Short articles for newspapers or blogs. • Video / audio materials for advertising purposes. • SMS, messages posted online. • Collages / posters /drawings/ cartoons. • Role-playing games. • Recipes. • Brochures. • Wish lists. • Summaries of media articles.

Oral/ written/ online interaction Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.8. Starting a conversation by adapting linguistic structures specific to spontaneous and authentic communication to various social contexts. 2.9. Observance of socio-cultural norms depending on the role and the relationships with the speakers. 2.10. Effective use of logical connectors and other linking elements in writing functional texts. 2.11. Translation of relevant information from short functional texts (labels, notes, telephone messages, public announcements), from native language to foreign language and vice versa.	• To request and provide information about the preferred / necessary activities for completing a questionnaire, form, etc. • To justify preferences • To encourage • To make proposals • To refuse an offer politely • To make an appointment • To give and follow instructions • To cancel a hotel reservation • To ask for permission to interrupt a conversation • To explain a plan of action • To encourage action • To start, to continue, to conclude a verbal discourse. **Elements of communication ***	**Activities:** • Exercises with binary questions, which give rise to debates and justifications. • Conducting research individually or in a group. • Conflict resolution in different imaginary situations. • Elements of debates: group activities. • Recording a telephone conversation. • Simulation of formal correspondence situations: congratulations, invitations, etc. • Gallery tour. • Design a travel plan for a week-long vacation. • Listen to Ted Talks and give a speech. • Spontaneous dialogues. • Recording (and self-assessment of) a dialogue / speech using web tools. • Formal / informal meetings with native speakers. **Concrete outcomes(school products):** • Interviews. • Daily activity programs. • Language journals. • Electronic messages. • Articles and messages posted online. • Concept maps. • Wish lists. • Travel plans / tourist itineraries. • Collages / posters in traditional and digital format. • Posters / panels in traditional and digital format. • Audio / video recordings. • Video / audio materials for advertising purposes. • Personal / school portfolios.

Reception of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.1. Ability to distinguish relevant information in everyday writing. 3.2. Understanding the main message in clearly articulated everyday conversations, asking for repetition of some misunderstood words or expressions. 3.3. Recognition of the conventional structure of a text in the midst of the communicative act.	• To locate • To present • To order • To provide / request information (through simple written texts: letters, brochures, newspaper articles, etc.) • To decode the meaning of unknown words from context • To notice important features of a text **Elements of communication ***	**Activities:** • Exercises which involve identifying information by reading a text. • Sorting / grouping images based on information from a short, clear text. • Filling in gapped text. • Selecting various information from messages which have been listened to / read /watched. • Writing down the main information from TV shows / movies based on an outline / questions about the content. • Completion of reading grids. • Ordering statements in a logical sequence. • True / false type, multiple choice, and short answer exercises. • Exercises of association and of distinction. **Concrete outcomes(school products):** • Collages / posters / posters in traditional and digital format. • Questionnaires, concept maps. • Vacation itineraries. • Idea plans. • Leaflets / brochures / tables in traditional and digital format.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.4. Flexible organization of language resources to describe simple, straightforward everyday topics. 3.5. Creation of short ads related to familiar everyday topics. 3.6. Explanation of the main points of an idea/ problem in everyday contexts. 3.7. Flexible use of language resources to make requests / announcements with reference to personal/ professional topics.	• To express an opinion, the interest • To locate • To express admiration • To classify written texts • To characterize • To interview • To compliment • To justify a simple idea • To express opposition • To create • To summarize • To express appreciation for a service in a locale • To comment on / evaluate a situation • To express joy / dissatisfaction • To present **Elements of communication ***	**Activities:** • Simple substantiation of an idea, with reference to personal information and familiar objects. • Development of an outline with reference to everyday, common information. • Writing a coherent text or oral / written message based on an outline. • Formulation of a request / announcement in a given format • Formulation of an opinion as a response to the information presented. • Writing a postcard. • Development of a visitation program. • Production of a short ad with reference to familiar everyday topics. **Concrete outcomes(school products):** • Essays / presentations in traditional and / or digital format. • Comments. • Exhibitions. • Narratives. • Everyday conversations / guided interviews. • Simple / adapted informative texts from published and / or electronic encyclopedias. • E-mails, letters, postcards. • Requests. • Announcements.

Oral/ written/ online interaction	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.8. Adaptation of language resources to situations referring to detailed family topics. 3.9. Participation in written / online interactions with relevant personal and commonplace details. 3.10.The use of language resources to perform simple, common tasks within the group and /or in online activities.	• To engage in conversations • To express preferences • To request / provide information • To reproach • To request the repetition of a word or sentence • To ask for clarifications • To ask someone to write something • To ask if one has been understood • To provide a word or phrase **Elements of communication ***	**Activities:** • Developing and / or conducting an interview and / or a conversation. • Participation in individual and group conversations in order to prepare an event / activity. • Formulation of simple arguments to support personal opinions in a discussion / to evaluate a project / speech of a colleague / colleagues. • Formulation of responses / replies to written/electronic messages about impressions or personal experiences. • Expressing an opinion and justifying it in a debate. • Posting online comments / impressions on a site/on social networks with reference to an event of personal interest. **Concrete outcomes(school products):** • Structured dialogues / interviews. • Group projects (collages / posters / advertisements). • Role-playing games. • E-mails. • Online posts / comments / forms.

Oral/ written/ online mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.11. Summarizing in one's own words the main information from written texts with reference to topics from everyday life. 3.12. Interpretation of relevant information, presented in diagrams, related to everyday topics. 3.13. Summarizing simple messages, from televised news programs or radio broadcasts which are articulated slowly and clearly. 3.14. Oral translation, with approximations, of the contents of a simple informative text, with reference to everyday topics.	• To engage in a group discussion • To note preferences / tastes / desires • To characterize people / events • To express appreciation • To explain • To suppose • To propose • To allow / forbid • To reproach • To suggest • To justify an opinion / action **Elements of communication ***	**Activities:** • Relating events / a sequence of facts from read / heard messages of personal and / or general interest. • Presentation of information from ads, announcements, posters, leaflets, etc. • Formulation of some simple justifications to support personal opinions. • Expressing personal opinions and their simple justification as part of an evaluation of a projector a speech given by a classmate / classmates. • Written and / or oral structuring of the message a simple text based on a list of words / a table / a weather map. • Approximate oral transposition from language A to language B of the relevant contents of a read / heard message and / or of a video sequence. **Concrete outcomes(school products):** • Group projects / collages. • Role-playing. • E-mails. • Interviews. • Simple structured essays. • Oral translations.

Reception of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.1. Identification of the overall and the detailed meaning in literary / non-literary texts, musical works, with reference to personal or general topics. 4.2. Ability to distinguish the cultural aspects in personal topics specific to the allophone culture.	• To highlight the significant information • To locate people, objects, places, events in space/ time. • To make a choice • To justify tastes, preferences, behaviors, attitudes • To anticipate • To express an opinion, an opinion, an idea • To relate an initiative **Elements of communication ***	**Activities:** • Associating captions / descriptions with images / drawings and explaining one's choice, working from authentic documents or literary / non-literary texts. • Selecting the main information from television programs /movie clips / songs. • True / false, multiple choice and "find the odd word" exercises. • Relating the main ideas from interviews with famous allophone personalities (writers, actors, inventors, singers, etc.). • Completion of reading grids with selected information from a text / movie / commercial. • Identification of the characteristics of the main characters from the texts being studied (stories, poems, comics, novels, simple short stories). **Concrete outcomes(school products):** • Concept maps. • Collages / posters in traditional and / or digital format. • Outlines. • Reading logs.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.3. Characterization of the main themes and characters from the literary / non-literary texts under study. 4.4. Justification of opinions, impressions, personal feelings, with reference to sequences from literary or artistic works. 4.5. Issuance of hypotheses regarding the cultural proximity or distance between the country of origin and the allophone country. 4.6. Integration of lexical structures, grammatical forms, and common logical connectors into the creation of imaginary and functional texts on cultural topics.	• To express states, emotions, feelings, attitudes, behaviors • To describe physical states, emotions, appearances • To express an opinion • To discuss a literary work • To tell a story • To suggest • To compare • To edit • To make a choice • To recommend • To express cause and effect • To make suggestions and assumptions • To present inventions • To ask for an opinion • To express purpose **Elements of communication ***	**Activities:** • Completing an identity card / linguistic passport for a literary character. • Writing a text characterizing the main/ favorite character from literary / non-literary texts under study /movies. • Expressing personal opinions / feelings in relation to characters, actions, or sequences from the literary work, film or song under study. • Development of thematic ads / guides / posters. • Production of essays on culture following a model. **Concrete outcomes(school products):** • Descriptions. • Narratives. • Conversations. • Essays on cultural topics. • Collages / posters in traditional and / or digital format. • Graphic organizers. • Presentations in traditional and / or digital format. • Thematic interviews. • Reading logs. • Infographics. • Scrapbooks / lap books.

Oral/ written/ online interaction	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.7. Application of common rules of behavior specific to the culture of the allophone country on topics of personal and general interest. 4.8. Participation in conversations to exchange Impressions and opinions regarding literary / non-literary texts, art texts, songs, films or cultural phenomena under study.	• To plan • To urge • To make a choice • To establish a social contact • To set out a sequence of facts • To extend a conversation • To analyze • To express and identify attitudes • To express enthusiasm, admiration, joy, regret • To evaluate and assess • To make a proposal, a suggestion **Elements of communication ***	**Activities:** • Exercises using common rules of oral / written communication in various cultural products. • Development of individual / group projects promoting local / regional / national / European cultural values. • Organizing (real / virtual / imaginary) cultural activities / events in urban / rural spaces. • Carrying out exchanges of texts (opinions / impressions / personal experiences / suggestions) on an online forum with allophone young people on topics of common interest. • Participating in online interactions with a partner / small group. **Concrete outcomes(school products):** • Role-playing. • Individual and group projects. • Collages / posters in traditional and / or digital format. • Forms / announcements / posters in traditional and / or digital format. • Guidelines / leaflets. • Interviews / questionnaires / opinion polls

Oral/ written/ online cultural mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.9. Personal involvement in intercultural exchanges related to values and behaviors specific to the language and culture studied. 4.10. Managing an intercultural exchange, in simple terms, which involves introducing people from different cultures, anticipating cultural misunderstandings.	• To greet, to introduce politely • To establish social contact • To express sympathy, encouragement, apologies, grievances • To express advice, wishes, requests, agreement / disagreement • To request information • To debate, to approve, to oppose, to support **Elements of communication ***	**Activities:** • Participation in discussions with allophone friends / classmates about planning cultural activities, by addressing questions, requesting information, and explaining specific cultural behaviors. • Explaining the content of information panels and advertising leaflets in museums and cultural and art centers to allophone people. • Translation of club / leisure center regulations for allophone friends. **Concrete outcomes(school products):** • Dialogues. • Interviews. • Comments on press articles / movies. • Translations. • Paraphrases. • Individual and group projects.

Eleventh Grade

Competence Units	Content Units	
Reception of oral /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
Phonological component 1.1. Ability to distinguish by listening the phonetic structures specific to the foreign language, pronounced clearly and correctly. **Lexical and semantic component** 1.2. Recognition of the lexical structures specific to different contexts. **Grammatical component** 1.3. Discrimination of the grammar structures under study in ordinary contexts.	• To locate in space / time • To imitate • To ascertain • To ask for information • To provide information • To express • To get informed • To state • To deny **Elements of communication ***	**Activities:** • Recognizing phonetic elements (sounds, intonation patterns) in audiovisual recordings. • Identifying key vocabulary in the audiovisual aids. • Following instructions. • Filling in gaps with the appropriate lexical /grammar structures based on an audio message. • Defining words and expressions from audio messages. • Grouping / organizing words into lexical families/fields. • Choosing the right option. • Filling in the blanks in tables / worksheets. • Identifying true or false statements. **Concrete outcomes(school products):** • Interviews. • Role playing sequences. • Collages / posters in traditional and/or digital format. • Songs. • Comic strips. • Presentations in traditional and digital format. • Individual and group projects in traditional format and /or digital.

Production of oral messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Phonological component 1.4. Accurate application of the phonetic units and features specific to the foreign language in various common contexts **Lexical component** **The semantic component** 1.5. Effective use of a range of linguistic and lexical tools in various everyday situations. **Grammatical component** 1.6. Effective integration of frequently used grammatical phrases into common contexts.	• To request / provide information • To express • To give instructions / directions • To compare • To ask • To answer • To locate in time / space • To confirm / to refute • To deny • To declare **Elements of communication ***	**Activities:** • Interpretation of songs. • Description of some iconographic resources. • Spontaneous translation of words / expressions/ statements. • Paraphrasing statements. • Formulation of questions based on provided answers. • Open-ended sentence completion. • Eliminating the odd words. • Writing sentences based on images / video clips. **Concrete outcomes (school products):** • Phone conversations. • Descriptions / stories. • Dramatizations / role plays. • Speeches / online. • Spontaneous translations. • Infographics. • Collages / interactive collages. • Lap books / Scrapbooks. • Presentations in traditional and / or digital format. • Individual and group projects in traditional and /or digital format.

Reception of written /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.7. Identification of the spelling rules specific to the foreign language from various messages. **Lexical and semantic component** 1.8. Deduction of the meaning of words and unknown expressions through various methods. **Grammatical component** 1.9. Connecting the grammar structures under study to corresponding life situations	• To get informed • To provide / request information • To deduce the meaning • To ascertain • To suppose • To comment / mention • To analyze • To compare • To confirm / refute • To approve / deny • To express • To locate in space / time **Elements of communication ***	**Activities:** • Reading a text / message aloud with appropriate tempo and rhythm. • Presentation of images / drawings with appropriate intonation and expressiveness. • Structuring logical connectors in a message. • Selecting synonyms / antonyms / homonyms, paronyms from context. • Ordering words in sentences. • Formation of new words by derivation. • Matching questions with the appropriate answers. • Recognizing grammatical elements in a message. **Concrete outcomes(school products):** • Texts / dialogues. • Infographics. • Photo / video essays. • Crosswords. • Tables / concept maps. • Illustrated lexical portfolios. • Presentations / reports in traditional and / or digital format • Individual and group projects in traditional format and /or digital.

Production of written / online messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.10. Respecting the spelling rules specific to the foreign language in various contexts. **Grammatical component** 1.11. Appropriate use of the grammatical structures being studied in family life contexts.	• To describe • To inform • To state • To explain • To compare • To localize **Elements of communication ***	**Activities:** • Applying the lexical / grammatical structures in statements/ descriptions / messages, tables, questionnaires, etc. • Formation of new words by derivation. • Modification of statements according to the model. • Replacing words / expressions with synonyms/antonyms. • Filling in the message with the missing punctuation marks. • Completing tables / worksheets. • Writing sentences based on pictures. • Correction of grammatical errors. • Writing the word endings / grammar elements. • Associating determiners with the determined words. • Word pair formation. **Concrete outcomes(school products):** • Texts / messages / online. • Developed statements. • Information panels / drawings / collages / worksheets / outlines in traditional and / or digital format. • Newspapers / magazines in traditional and / or digital format. • Lexical / illustrated portfolios. • Scrapbooks / lap books. • Individual and group projects / presentations in traditional and / or digital format.

Reception of oral/ written /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.1. Recognition of useful speech acts in oral or written messages, expressed by the speaker in standard language. 2.2. Interpretation of images, diagrams, map keys/road signs, accompanied by simple instructions. 2.3. Selection of the right strategies for the purpose and type of message or conversation. 2.4. Deciphering the instructions in various types of documents.	• To request information about people, places, situations or events • To provide personal information in order to complete a form, a questionnaire, etc. • To ask for recommendations and suggestions • To accept / refuse offers or invitations • To follow instructions • To request / provide information as guidance • To allow / to prohibit • To contradict • To express excitement, happiness, sadness, surprise, wonder, interest • To locate people, objects, and actions in space • To request information about price, services, and products • To evaluate offers and alternatives • To respond to an advertisement **Elements of communication ***	**Activities:** • Watching a video clip with the sound off or dialogue performed silently, to create a social context. • Description of emotions or moods based on (electronically accessible) images. • Anticipating the content of a text using the illustrations or title. • Exercises involving transferring information from tables, maps, diagrams. • Completing a form or a survey. • Sequencing of the lines in a dialogue. • Selecting erroneous text sequences and identifying them as belonging to another register. • Reformulation exercises involving modifying the register. **Concrete outcomes(school products):** • Audio / video recordings. • Summary of a text / audio / video clip. • Portraits of some characters / actors. • Short advertisements. • Surveys / questionnaires / interviews. • Printed programs (theater, cinema, conference). • Collections of short functional text. • Comments posted online. • Travel blog (short articles). • Newsletters. • Weather reports. • Illustrated lexical journals / portfolios.

Production of oral / written/ online messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.5. Exploring sociocultural diversity in diverse communicative situations, depending on the role of and relationships with the speakers. 2.6. Use of verbal and non-verbal language to argue a point of view according to the social context. 2.7. Adaptation of language resources to edit commonly used documents, applying a standard or neutral language.	• To ask for or offer recommendations and suggestions • To express agreement / disagreement • To ask / offer permission • To request confirmation / rejection of information • To describe experiences, situations and reactions • To express feelings such as happiness, regret, sympathy, and interest through electronic messages • To provide personal information when completing a form, questionnaire, etc. • To create an invitation • To comment and provide a rationale regarding plans, intentions, actions • To list the benefits of leisure activities **Elements of communication ***	**Activities:** • Completing a questionnaire or a form. • Studying offers and product descriptions. • Writing descriptive texts based on images. • Synthesis exercises involving modification and transformation (reduction, expansion, restoration). • Writing formal/informal letters. • Developing a list of instructions, an announcement or a diary page. • Drafting an action plan, estimating costs, studying offers. • Constructing an argument according to the requested criteria. • Exercises involving the use of concept maps. • Presenting a book or movie. • Exercises involving writing an argumentative essay. • Practicing a persuasive speech (lasting 1-2 minutes). • Presenting your favorite book by illustrating the cover. **Concrete outcomes(school products):** • Letters of intent. • Online questionnaires / forms. • Video / audio materials for advertising purposes. • Articles posted online. • Daily / vacation activity plans. • Role-playing / simulations. • Collages / posters in traditional and / or digital format. • Travel brochures. • Persuasive speeches. • Argumentative essays.

Oral/ written/ online interaction Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.8. Initiating conversations on topics of interest using an appropriate language, specific to spontaneous and authentic communication. 2.9. Compliance with the sociocultural norms depending on the role of and relationships with the speakers. 2.10. Efficient use of argumentative techniques and strategies in writing functional texts. 2.11. Translation of relevant information from short functional texts from the mother tongue into the foreign language being studied and vice versa.	• To provide and request the necessary information, to complete a questionnaire, a form, etc. • To express interest / lack of interest • To continue a discussion by confirming one's understanding the message • To speculate on causes, consequences and hypothetical situations • To encourage a discussion • To express doubts / certainties • To reformulate some instructions at the request of the interlocutor • To initiate, maintain and conclude a speech • To ask for permission to interrupt a conversation • To explain a plan of action • To comment on an opinion expressed by the co-conversationalist. • To argue a point of view • To negotiate and accept concessions **Elements of communication ***	**Activities:** • Filling in the blanks with the proper related elements. • Myths: true / false. • Case Studies. • Conflict resolution in imaginary situations. • Maintaining a spontaneous conversation, using logical connectors for introduction, enumeration, completion, cause, effect, etc. • Writing functional texts for a class magazine. • Creating an itinerary according to a predetermined plan. • Expressive reading in roles. • Dialogue / role playing based on scripts or images. • Collective / chain reporting of an incident, using relationship elements according to the context. • Formal / informal meetings with native speakers. **Concrete outcomes (school products):** • Dialogues. • Interviews. • Functional texts (letters, greeting cards, invitations, announcements, advertising materials). • Messages / emails. • Articles / comments posted online. • Concept maps. • Action plans. • Estimates of expenses. • Tourist itineraries. • Collages / posters in traditional and / or digital format. • Class articles / magazines. • Personal / school portfolios. • Debates.

Reception of oral/ written / on-line messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.1. Understanding the content of information from movies, and televised and / or broadcast programs related to everyday, familiar topics, slowly and clearly articulated. 3.2. Selection of the information relevant to a specific task from a medium length text. 3.3. Recognition of the structure of different types of texts.	• To propose / suggest • To locate (information from different sources authentic audio / video with reference to places, events and personalities of the allophone countries) • To deduce • To order ideas in a logical succession • To request additional information • To distinguish the distinctive features of a text **Elements of communication ***	**Activities:** • Exercises of identifying some information. • Online search exercises. • Ticking/Checking off information in lists / tables. • Filling in gaps. • True / false, multiple choice, and short answer exercises. • Association exercises, chronological ordering of data. • Illustrating the ideas in a message. **Concrete outcomes (school products):** • Collages, posters, ads. • Holiday itineraries. • Outlines. • Flyers. • Illustrated albums. • Logos.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.4. Organization of language resources to produce simple functional texts in everyday contexts. 3.5. Description of an event from everyday life using short, clear sentences. 3.6. Initiating a simple narrative / description based on a sequence of models with reference to various topics from everyday life.	• To write an informative essay • To present some information • To discuss • To order the component parts of an essay • To classify written texts • To edit short ads • To present a complex message • To relate personal experiences, feelings **Elements of communication ***	**Activities:** • Production of a formal speech, which will contain: an introduction, arguments, and a conclusion. • Composition of an informative essay with an introduction, a body and a conclusion. • Writing an informative letter. • Argumentation of complex messages related to less common information. • Formulating short announcements prepared on a topic from everyday life. • Presentation of an ad / announcement. **Concrete outcomes (school products):** • Presentations in traditional and/ or digital format. • Speeches. • Informative letters. • Exhibitions. • Narratives. • Ads/ announcements. • Reports.

Oral/ written/ online interaction	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.7. Integration of linguistic resources into prepared and / or spontaneous information exchanges related to familiar topics of personal and general interest. 3.8. Participation in written / online interactions with reference to topics from everyday life and those of general interest. 3.9. The use of language resources in exchanges of detailed information in order to perform common group tasks and / or online activities.	• To get involved in discussions • To express tastes / preferences • To request and provide information • To assess • To explain • To ask questions / to interview • To propose • To reproach • To request a repetition of a word or of a sentence • To request clarifications • To ask someone to write something • To check if you have been understood • To provide a word or phrase **Elements of communication ***	**Activities:** • Development of an interview / conversation on topics of personal / common interest. • Participation in group discussions, expressing a personal opinion and justifying it as part of the preparation of an event / activity. • Filling in online forms to request details about goods / services. • Participation in a social exchange on simple forums about personal experiences, impressions and events. • Formulation of basic questions and answers related to the information from ads, posters, leaflets, etc. • Formulation of responses / replies to written / electronic messages. • Expressing an opinion towards a projector a speech presented by a classmate / classmates. • Formulation of questions and answers regarding the relevant information from a simple graph / simple diagram. **Concrete outcomes (school products):** • Structured dialogues / Interviews. • Role-playing. • E-mails. • Simple written / online forms. • Communications / discussions on forums / social networks.

Oral/ written/ online mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.10. Summarizing the essential information from written texts, in plain language, with reference to personal /daily topics. 3.11. Structured presentation of survey results. 3.12. Simple paraphrasing of everyday events, presented in television programs and / or simple videos, articulated slowly and clearly. 3.13. Oral translation of simple informative and argumentative texts related to personal, family and / or professional topics.	• To get involved in conversations, in a group discussion • To express initiative to support a discussion • To assess • To explain • To suppose • To allow / forbid • To suggest • To approve / deny • To express agreement / disagreement • To justify an opinion / action **Elements of communication ***	**Activities:** • Developing a conversation and / or conducting an interview on topics of personal / everyday interest. • Participation in simple group conversations. • Formulation of simple arguments to support personal opinions in a discussion. • Retelling events / a sequence of facts of personal and / or general interest. • Expressing an opinion and giving a simple justification. • Written and / or oral structuring of a text message based on a list of words / a grid / a weather map. • Writing a simple, coherent and well-structured informative text based on keywords or images. • Approximate oral transposition from language A to language B of the relevant contents of a message which has been read / heard and / or from a video clip. **Concrete outcomes (school products):** • Group projects, collages. • Role-playing. • E-mails. • Interviews. • Simple graphs / diagrams. • Simple structured essays. • Simple written / online forms. • Oral translations.

Reception of oral/ written /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.1. Ability to distinguish the main ideas and human values in literary / non-literary texts and pieces of music. 4.2. Recognition of cultural aspects – specific to the allophone community on personal and general subjects.	• To ask for information and suggestions • To provide / confirm some information • To make proposals and suggestions • To express certainty **Elements of communication ***	**Activities:** • Filling in tables with detailed information. • Watching movies / videos / listening to songs. • Completing a travel / reading journal with relevant information from texts / films / television shows. • Completing worksheets / texts / reading grids. • Creating and commenting on graphic organizers with information from messages / letters / texts / movies. • Exercises with matching / selection of answers. • Creation of an outline based on reading a text or watching a movie **Concrete outcomes (school products):** • Concept maps. • Collages / posters in traditional and / or digital format. • Reading logs. • Real / imaginary biographies.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.3. Correlation of the emotions of the characters in stories, movies, and plays with personal experience or with other people's experience. 4.4. Comparison of cultural aspects specific to the allophone country and the country of origin. 4.5. The use of a varied linguistic repertoire to write texts on cultural topics.	• To compare • To tell a story • To associate • To express opinions about literary / non-literary texts / works of art • To provide information • To find out information about characters, events, activities **Elements of communication ***	**Activities:** • Brief description of the biography of a favorite / main character • Dramatization of excerpts from the literary / non-literary texts being studied. • Writing articles for the local / regional press based on information in the media / television shows /texts, etc • Logical organization of text excerpts. • Completing a page from a reading log. • Composition of essays based on the guidelines. • Completing a logbook with personal / group impressions/ feelings / achievements. **Concrete outcomes (school products):** • Stories. • Essays. • Cultural / linguistic portfolios in traditional / digital format. • Individual and group projects. • Presentations in traditional / digital format. • Portraits of personalities in traditional / digital format. • Travel notes. • Newspaper / digital articles. • Photographic / video / traditional essays.

Oral/ written/ online interaction	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.6. Integration of frequently used cultural norms specific to the allophone country into various contexts of communication. 4.7. Choosing the strategies relevant to the social context in order to overcome possible obstacles in intercultural communication related to stereotypes and prejudices.	• To explain • To prove • To ask for additional explanations or details • To negotiate an agreement • To convince • To support one's point of view • To motivate • To correct • To explain current events • To make assumptions about the future • To express plans for the future • To express opposition • To express concession • To express certainty / uncertainty • To express feelings (restlessness, enthusiasm, impatience) • To express possibility / impossibility **Elements of communication ***	**Activities:** • Writing a letter, in accordance with current rules of written communication. • Participation in discussions about preconceptions / stereotypes / prejudices / generalizations based on video clips / movies / newspaper articles. • Writing an electronic message to an allophone colleague, to present suggestions / instructions related to an excursion / school trip / group project. • Development of group projects / case studies in order to draw up a code for intercultural communication. **Concrete outcomes (school products):** • Presentations in traditional and digital format. • Debates. • Telephone / online conversations. • Letters / messages in traditional / electronic format. • Forms / posters in traditional and / or digital format.

Oral/ written/ online cultural mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.8. Identification the key issues in situations of disagreement for cultural reasons, on familiar topics, requesting confirmations and / or explanations. 4.9. Integration of rules of polite behavior specific to the allophone culture into oral translation of the message of a conversation on topics of personal interest.	• To give and follow directions, instructions • To ask for a rationale • To express cause/effect • To discuss personal interests, hobbies • To ask for advice • To justify an opinion, an idea • To approve, to disapprove • To make suggestions • To clarify the ideas expressed **Elements of communication ***	**Activities:** • Translation of leaflets / brochures for allophone peers. • Presentation of changes to a cultural program through reformulations and explanations for allophone people. • Explaining the stages development of an intercultural project to allophone partners through questions, comments, reformulations, and explanations. • Informal discussions for solving a cultural problem, by offering help / expressing opinions. **Concrete outcomes (school products):** • Role-playing. • Case studies. • Individual and group projects. • Interactive online activities.

Twelfth Grade

Competence Units	Content Units	
Reception of oral /audio-visual messages	**Use of Language**	**Recommended learning activities and concrete outcomes (school products)**
Phonological component 1.1. Perception of sound units and phonetic features specific to the foreign language in usual allophone contexts spoken in a clear and straightforward manner. **Lexical and semantic component** 1.2. Recognition of the lexical structures and semantic features being studied, when formulated in clear, everyday language. **Grammatical component** 1.3. Distinguishing the grammatical structures and norms under study in various common contexts.	• To inform • To request / provide information • To localize • To deduce • To express agreement / disagreement • To mention/remark • To state • To confirm • To ascertain / state • To consent **Elements of communication ***	**Activities:** • Recognition of phonetic elements (sounds, patterns of intonation) from watching audiovisual recordings. • Identifying the grammatical structures under study. • Following instructions. • Checking off the correct option. • Matching a statement to the corresponding images. • Defining the meaning of words and expressions based on audiovisual aids. • Completing tables with the appropriate words. • Eliminating the odd words. • Selecting the correct options. **Concrete outcomes (school products):** • Dramatic audio / video clips. • Concept maps. • Reading logs / Video viewing logs • Collages / interactive collages. • Messages in traditional/ online format. • Individual and group projects in traditional and / or digital format. • Reports in traditional / digital format.

Production of oral messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Phonological component 1.4. Usage of the phonetic norms/ rules specific to the foreign language in various common contexts **Lexical component** **Semantic component** 1.5. Application of a familiar linguistic and lexical repertoire in predictable and unpredictable situations. **Grammatical component** 1.6. Correct and accurate implementation of the grammatical structures under study in predictable contexts.	• To characterize • To give instructions / directions • To ask for information • To deny • To state • To compare • To declare • To express • To explain • To establish • To analyze **Elements of communication ***	**Activities:** • Correct reproduction of specific intonation patterns. • Reading a text aloud with the appropriate tempo, rhythm, intonation and expressiveness specific to the foreign language. • Singing songs. • Spontaneous translation of words / expressions / statements. • Reformulation of statements. • Formulation of questions based on provided answers. • Open ended sentence completion. • Writing statements according to an image / video clip. **Concrete outcomes (school products):** • Online texts / messages. • Dramatizations / role plays. • Stories. • Interviews. • Structured speeches. • Worksheets. • Spontaneous translations. • Presentations in traditional and digital format. • Individual and group projects in traditional and /or digital format. • Scrapbooks / lap books. • Reading / viewing logs

Reception of written /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.7. Justifying the punctuation marks and spelling rules used in various types of messages. **Lexical and semantic component** 1.8. Confirmation of the meaning of some words and idioms through various linguistic means. **Grammatical component** 1.9. Connecting various grammar structures to corresponding life situations.	• To state • To suppose • To remark • To specify • To deduce • To express • To inform • To localize • To express comprehension • To approve / deny **Elements of communication ***	**Activities:** • Reading the text / message. • Identification of logical connectors. • Finding synonyms / antonyms / homonyms, paronyms in messages. • Ordering words in sentences. • Matching questions with the appropriate answers. • Matching words in the columns by meaning. • Underlining the grammatical forms under study in the text. • Commenting on the spelling rules used. • Selection of the keywords in a message. • Identification of the comparative expressions (referring to degrees of comparison). • Matching words with their explanation. • Detecting lexical / grammatical differences. **Concrete outcomes (school products):** • Reading aloud of texts / dialogues. • Audiovisual texts / messages. • Worksheets. • Concept maps. • Reading logs. • Interactive collages. • Reports / graphs / presentations / online. • Individual / group projects in traditional and /or digital format.

Production of written / online messages Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
Orthographical component 1.10. Accurate use of the spelling rules specific to the foreign language in writing messages. **Grammatical component** 1.11. Functional use of grammatical structures specific to the foreign language in writing various types of messages.	• To describe • To inform • To present • To state • To remark • To explain • To express • To compare • To assert / deny • To offer **Elements of communication ***	**Activities:** • Exercises involving writing words / expressions / sentences with elements of dictation. • Fitting words / phrases into sentences. • Translation of sentences. • Filling in the gaps. • Formulation of questions / answers. • Identifying and correcting mistakes. • Restoring punctuation marks. • Transformation of sentences according to a model / rule. • Open-ended sentence completion. • Integration of the corresponding lexical and grammatical structures into statements / descriptions / messages, tables, questionnaires, etc. • Completing worksheets. **Concrete outcomes (school products):** • Online texts / messages. • Well-developed statements. • Translations. • Worksheets. • Descriptions. • Concept maps / infographics. • Reading logs. • Newspapers / magazines in traditional and digital format. • Illustrated lexical portfolios. • Individual / group projects in traditional and /or digital format.

Reception of oral/ written /audio-visual messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.1. Recognition of useful speech acts in oral or written messages, expressed by the speaker in authentic language. 2.2. Interpretation of images, diagrams, map keys/road signs, accompanied by detailed instructions. 2.3. Identification of communicative strategies appropriate to the social context, in order to achieve a task. 2.4. Deciphering the instructions in various types of forms.	• To ask for practical advice and suggestions • To provide personal information • To request the repetition / rewording of the message • To accept / reject an offer or an formal invitation • To follow instructions • To request / provide directions for arrival at a real / online location • To comment on a news item or an article • To provide details • To request / offer help • To express admiration • To check and confirm information • To express sympathy, empathy, solidarity • To request information (about studies, job offers) • To compare and contrast alternatives **Elements of communication ***	**Activities:** • Image reading. • Transferring a text to images and vice versa. • Commenting on visual aids. • Use of available web tools to model intonation and inflection (e.g. naturalreaders.com). • Video recording of a dialogue for self-assessment. • Selecting information from leaflets, brochures, magazines, and articles available online. • Paraphrasing and transformation exercises following a model. • Evaluating information from various authentic sources. • Graphic representation of the basic ideas of the text. • Use of concept maps to highlight cause-effect relationships, similarities and differences, etc. • Completing gapped texts. • Selecting the essential idea of a paragraph. • Ordering the events in a text based on a logical sequence. **Concrete outcomes (school products):** • Dialogues (video recorded products). • ID cards. • Short functional texts. • Individual and group projects. • Mini-dictionaries of expressions, idioms, and useful word combinations. • Brochures and leaflets. • Digital posters. • Graphic representations based on the text / dialogue. • Blogs. • News programs.

Production of oral / written/ online messages. Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.5. Integration of the sociocultural diversity into various communicative situations, depending on the role of and relationships with the speakers. 2.6. Use of verbal and non-verbal language to argue a point of view according to the social context. 2.7. Adaptation of the language resources for writing functional texts for various communication purposes.	• To ask for or offer recommendations and suggestions • To express advantages / disadvantages • To reformulate a message to clarify a situation • To approve / deny • To explain the causes of a problem • To request confirmation / refutation of information • To describe experiences, events, dreams, hopes, ambitions • To express intentions • To convey moods and emotions: surprise, curiosity, fears, uncertainty • To express various degrees of certainty • To provide personal information • To explain and justify plans, intentions and actions • To draw up a formal invitation • To order arguments sequentially and logically. **Elements of communication ***	**Activities:** • Practicing the techniques of dictionary usage. • Completing online forms with personal information. • Analyzing educational offerings and making a brief presentation of the information in a leaflet. • Writing a CV, a letter of motivation. • Synthesis exercises involving modification and transformation (reduction, expansion, restoration). • Developing a list of instructions, an announcement or a business card. • Selecting and presenting information about universities from allophone countries. • Presenting information using a diagram Venn. • Application of writing techniques to an argumentative essay. • Composition exercises: paragraph, summary, structured essay. • Presentation of a public speech lasting 2-3 minutes. **Concrete outcomes (school products):** • Functional texts. • Online questionnaires / forms. • Thematic presentations in traditional and / or digital format. • Sensational news. • Documentary videos. • Interpretations of research results. • Business cards of from the allophone countries. • Presentation of a favorite web page. • Persuasive essays / speeches

Oral/ written/ online interaction Mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
2.8. Initiating and maintaining conversations using appropriate language for the communicative situation for accomplishing a common task. 2.9. Efficient use of persuasive techniques and strategies in drafting functional texts, appropriate to the communicative situation, following sociocultural norms. 2.10. Transfer of simple instructions from tables, diagrams, user guides, brochures and leaflets into brief explanations upon the request of the co-conversationalist. 2.11. Translation and analysis of detailed information from tables, diagrams, and informational texts, from the mother tongue to the foreign language under study, and vice versa.	• To provide and request personal information • To express interest / lack of interest, to approve / deny • To compare / contrast solutions • To encourage a discussion by confirming one's comprehension of the message • To speculate on causes, consequences, and hypothetical situations • To express certainty / uncertainty • To reformulate some instructions at the request of the interlocutor • To initiate and conclude a dialogue • To initiate, maintain and conclude a speech • To interrupt a conversation • To avoid direct answers • To offer feedback • To negotiate and accept concessions **Elements of communication ***	**Activities:** • Filling in the blanks with the appropriate discourse markers and linking words. • Expansion and reduction of phrases / messages / texts. • Opinion exchanges: pros and cons. • Conflict resolution in imaginary situations. • Transforming a narrative into a dialogue. • Formulation of interview questions. • Writing functional texts: CV, application, cover letter • Tracing/developing an itinerary according to a predetermined plan. • Writing a coherent text based on unrelated images. • Collective / chain reporting of an event, using relationship elements appropriate to the context. • Formal / informal meetings with native speakers. **Concrete outcomes (school products):** • Interviews for education / employment, selection of participants in a project, etc. • Commonly used documents. • Messages / Electronic letters. • Recorded interviews (video / audio). • Group projects. • Spontaneous dialogues. • Talk shows. • Debates. • Personal / school portfolios.

Reception of oral/ written / on-line messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.1. Understanding key information from, clearly articulated televised or broadcast programs. 3.2. Understanding key information from personal letters / correspondence with a friend or an acquaintance. 3.3. Recognition of a logical argumentative outline for the presentation of a daily/ common problem.	• To provide and request information • To indicate • To locate information from different authentic sources • To order the ideas in a logical sequence • To request additional information • To deduce **Elements of communication ***	**Activities:** • Online search exercises. • Exercises of completing gapped text, and viewing and reading grids. • Selecting various information. • True / false, multiple choice and short answer exercises. • Exercises of association, and of discrimination. • Illustrating ideas from a message. • Chronological data ordering exercises. **Concrete outcomes (school products):** • Graphic organizers. • Outlines. • Flyers. • Illustrated albums. • Scrapbooks. • Posters.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.4. Flexible integration of language resources, to produce instructions, short ads, and diary pages of personal / professional interest. 3.5. Presentation of an experience related to daily activities in a structured text. 3.6. Designing a short report about the development of a group activity / an individual project /daily activities. 3.7. Supporting a simple linear argument with reference to various everyday topics.	• To write a press article • To comment on a survey • To carry out an investigation • To write a poster / flyer / letter / summary • To draft a report / press article • To describe • To argue • To comment • To develop **Elements of communication ***	**Activities:** • Delivering a formal / informal speech that will contain: an introduction, arguments, and a conclusion. • Development of functional / discursive texts which comply with specific conventions. • Composition of a personal text and other complex functional texts. • Development of a structured essay. • Writing e-mails / letters about facts, events, etc. • Transforming a written biographical file into an oral / written text. • Creating a traditional / digital portfolio. **Concrete outcomes (school products):** • Essays in traditional and digital format. • Speeches. • CVs in traditional and digital format. • Brochures / travel journals / press articles. • Group / individual projects. • Correspondence (letters, e-mail). • Invitations / announcements / commercials in traditional and digital format.

Oral/ written/ online interaction	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.8. Relevant integration of language resources into spontaneous conversations with reference to everyday topics of general interest. 3.9. Participation in written / online interactions, offering relevant details to carry out simple transactions and posts/ comments about daily events. 3.10. Mobilization of language resources in detailed information exchanges, including spontaneous rephrasing to overcome communicative difficulties.	• To get involved in discussions • To express tastes / preferences • To request and provide information • To assess • To explain • To propose a course of action • To reproach • To request a repetition of a word or of a sentence • To ask for clarifications • To ask someone to write something • To check if you have been understood • To provide a word or phrase • To justify an opinion • To ask for advice **Elements of communication ***	**Activities:** • Participation in group discussions, expressing a personal opinion and justifying it as part of the preparation for an event / activity. • Filling in online forms to request details about goods / services. • Participation in a social exchange on simple forums about personal experiences and social events. • Writing communications / comments on embedded links / social networks about social events / common experiences / activities. • Formulation of responses / replies to written / electronic messages. • Expressing an opinion regarding a project or a speech presented by a classmate / classmates. • Participation in online interactions / group projects with students from the target country. **Concrete outcomes (school products):** • Simple debates / Interviews. • Role-playing. • E-mails. • Simple written / online forms. • Simple digital portfolios. • Communications / discussions on forums / social networks.

Oral/ written/ online mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
3.11. Integrating messages from well-structured informational texts into everyday/ personal life. 3.12. Detailed explanation of important elements with the help of a dictionary and / or other reference tools. 3.13. Summarizing clearly articulated content from televised news and / or simple video clips. 3.14. Approximate translation of texts of medium complexity, written in an accessible language with reference to everyday topics.	• To get involved in conversations, in a group discussion • To take the initiative to participate in a discussion • To mention preferences / tastes / desires • To explain • To suppose • To express agreement / disagreement • To justify an opinion / action **Elements of communication construction ***	**Activities:** • Developing and / or participating in an interview and / or in a conversation on topics of personal / everyday interest. • Retelling some events / a succession of facts of personal and/ or general interest. • Writing a simple, coherent, well-structured informative text • Approximate oral, transposition from language A to language B of the relevant contents of a message which has been read / heard and / or from a video clip. **Concrete outcomes (school products):** • Group projects. • Role-plays. • E-mails. • Interviews. • Simple collages / graphics / diagrams. • Simple structured essays. • Reading grids. • Oral translations. • Simple speeches.

Reception of oral/ written /on-line messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.1. Ability to distinguish ideas and key events in contemporary literary / non-literary texts on current topics. 4.2. Recognition of cultural aspects on various personal, professional and general topics specific to the allophone countries. 4.3. Evaluation of the contribution of other cultures to the development of the culture of origin and vice versa.	• To explain • To provide and request information • To structure ideas in a logical sequence • To explain specific textual references • To interpret images, graphics, etc. • To exchange opinions • To justify choices • To provide advice • To discuss changes in behavior • To discuss influences • To express anxiety, to comfort, to offer tips/ advice **Elements of communication ***	**Activities:** • Selection of information from a text which has been read and confirmation of a proposed hypotheses. • Watching movies / listening to songs in order to complete oral and written activities. • Completing graphic organizers with information about events / interpersonal relationships / attitudes / feelings etc., based on short stories, excerpts from novels, plays, and movies. • Using excerpts from the text to give examples of the main ideas. • Completing reading grids based on literary/ non-literary texts being studied. • Selecting information from multimedia sources about the impact of significant achievements of famous personalities from various countries. **Concrete outcomes (school products):** • Reading logs. • Posters / collages in traditional and digital format. • Outlines. • Flyers. • Portrait / poster galleries. • Concept maps in traditional and digital format. • Digital portfolios.

Production of oral / written/ online messages	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.4. Self-identification with characters from literary / non-literary texts being studied, with a detailed justification. 4.5. Organization of language resources to explain / correlate events from literary / non-literary texts being studied. 4.6. Application of explicit criteria to compare cultural aspects specific to the allophone country and the country of origin. 4.7. Explanation of the rationale behind one's personal opinions and personal interest in the culture, history, language and literature of the allophone country.	• To express an opinion • To justify • To write a press article • To comment on a survey • To describe • To argue • To comment on a work of art • To reformulate a statement / message • To recommend • To compare • To express opinions • To evoke possibilities • To describe personal dreams / intentions, and projects • To express indifference, annoyance, disappointment, pleasure, regret, and surprise **Elements of communication ***	**Activities:** • Development of digital photo / video collages. • Presentation of a favorite character from a short story / novel / story / etc. • Writing a structured / unstructured essay on cultural topics. • Commenting on quotations from literary / non-literary texts / proverbs / maxims which have been studied. • Presentation of a public discourse on cultural issues, using photo and digital resources. • Completing a Venn diagram with information about cultural / behavioral similarities and differences, based on literary / non-literary texts, films, and short stories. • Creating a real / virtual / imaginary reading room for young people, following an action plan. • Production of messages / letters / commercials, using multimedia resources. • Clear and reasoned presentation of personal opinions during thematic discussions. **Concrete outcomes (school products):** • Case studies. • Essays. • Press articles. • Travel logs. • Individual and group projects. • Presentations in traditional and digital format. • Commercials / digital ads. • Cultural and linguistic portfolios in traditional and digital format. • Scrapbooks / lap books on cultural topics.

Oral/ written/ online interaction	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.8. Reciprocal explanation of the characteristics of the allophone culture and of the culture of origin by people of different cultural affiliations. 4.9. Involvement in interactions with representatives of other cultures within the school and community, showing respect for cultural differences.	• To propose a course of action • To make a choice • To order a sequence of events • To express attitudes • To argue • To make a proposal, a suggestion • To indicate preferences • To assess • To allow / forbid • To insist • To express the cause / consequence • To express alternative • To debate • To comment on current events **Elements of communication ***	**Activities:** • Participation in discussions on cultural topics. • Planning a cultural event as part of a group project. • Development of an action plan for a cultural event. • Conducting an interview with a historical / cultural personality, etc. based on texts / digital media. • Conducting surveys about cultural behaviors / values / attitudes. **Concrete outcomes (school products):** • Debates. • Interviews. • Opinion polls / questionnaires. • Role-plays. • Individual / group projects. • Conceptual discourses / speeches.

Oral/ written/ online mediation	Use of Language	Recommended learning activities and concrete outcomes (school products)
4.10. The use of effective strategies for initiating intercultural communication, accepting the speakers' opinions and feelings, and showing interest, empathy and a positive attitude. 4.11. Facilitation of intercultural communication in situations of disagreement on familiar topics, with cooperative interlocutors. 4.12. Oral presentation of messages on topics of personal interest, of factual information and of cultural references.	• To formulate intentions / plans • To rephrase • To express feelings • To approve, to clarify. • To express hypotheses **Elements of communication ***	**Activities:** • Simulating a situation of disagreement in a public space and assuming the role of the intercultural facilitator of the discussion. • Organizing cultural activities with real / virtual / imaginary people from the allophone community. • Activities in multicultural educational contexts. • Participating in telephone / online conversations with allophone people in group projects. **Concrete outcomes (school products):** • Dialogues. • Role-plays. • Thematic conversations. • Oral translations. • Group projects.

V. THEMATIC CONTENTS

Tenth Grade	Eleventh Grade	Twelfth Grade
Personal Environment		
The 21st century teenager: interests, challenges and decisions. **Fashion** and clothing styles. **Professions**. Vocations, skills and professional fields. Choosing a profession: plans and future projects. **Health**. Healthy lifestyle. Unusual sports.	**The 21st century teenager**: the CV, the personal portfolio. **Lifestyles**: diet, sports, nutrition. The Olympic Games. Extreme sports and activities **Clothing styles** and personality. **Professions**. Traditional and modern occupations. Volunteering.	**The youth** and modern society. Successful teenagers - personal experiences. **Global issues**: drug addiction and alcoholism, unemployment, violence. **Lifestyles**. Self-respect. Time management and productivity. Physical condition. Eating Disorders.

Literature - a source of information.	**Reading**. Personal development through reading.	**Sports**. The Paralympic Games. **Career development.** Professional success. 21st century skills. Lifelong learning. Involvement in social and civic projects. **Reading** - a stimulator of creativity.
Family		
The family. Family climate. Parents-children relationships. Rights and responsibilities. **Home** – the family friendly area.	**The family**. Famous families. The role of the family in the society. Generations and interests. **The** 21st century **home**. Unusual houses.	**The family**. Values and implications. The art of speaking. **House**. The smart house. The dream house.
School life		
School culture. Rights and obligations of the student. Conflict situations at school: causes and consequences. **School success**. Effective learning. School and extra-curricular projects. **Student Senate**: roles and responsibilities.	Unusual and innovative schools. **Libraries of the world**. **Motivation and school success**. Strategies for effective learning. School partnerships. **Teacher-student relationship**: rules for interaction and collaboration	The school of the future. Online educational communities. Summer schools, national and international internships and educational programs. **School competition and competitiveness.** **School stress**. **School graduation ceremony**.
Natural environment		
Global climate changes. Risks for flora and fauna. **Rational use of natural resources.** **The active Eco-Citizen**. The importance of recycling	**Environmental pollution:** causes and solutions. The health of the environment and quality of life. **Eco technologies.** **Extreme weather phenomena**.	**Ecological culture** - the path to a durable development. **The greenhouse effect**: causes and solutions. **Renewable energy**. Benefits.

Cultural environment		
The allophone country: national symbols and values. Elements of geography. **The language of the allophone country**: a means of communication and transmission of the cultural values from the target country. **Historical heritage**. Important historical events in the allophone country. **Outstanding personalities** from the allophone country and from the country of origin (painting, sculpture, music, literature, science, history). **Cultural events:** festivals, carnivals and holidays. Traditions and customs. **Literature** (short stories, fiction, novels, stories, plays). **Cities / tourist and cultural attractions** (museums, art galleries, statues and monuments, natural/ amusement parks, historical sites, etc.)	Allophone countries. **Political institutions of the allophone state.** **The educational system in the allophone country**. **Cultural awareness and expression**. **Outstanding personalities** from the allophone country and from the country of origin (painting, sculpture, music, literature, science, history). **Literature** (short stories, fiction, novels, stories, plays). **Cultural events:** festivals, carnivals and holidays. Traditions and customs. **Traditional and modern museums**. Museum night. **Lifestyle in the allophone country** and in the country of origin. Similarities and differences. Stereotypes and prejudices. **Intercultural experiences**. Culture shock. **Popular sports** in the allophone country.	**The educational system in the allophone country**. Famous universities. **Outstanding personalities** from the allophone country and from the country of origin (painting, sculpture, music, literature, science, history). Contribution and impact. **Scientific / informational / technical progress** and its social/ cultural impact. **Literature** (short stories, fiction, novels, stories, plays). **Cultural events**: festivals, carnivals and holidays. Traditions and customs. **Cultural heritage**. Protecting and valuing it. **Travel in allophone countries**. Verbal and non-verbal behaviors within a cultural context. **Mass-media** in the allophone country.
Social and informational environment		
Involvement in social projects. **Tourism and travel (**the use of public machines: ATMs, bill payment machines, beverage dispensers, snack and sandwich vending machines of). **Shopping and advertising**. **Social groups:** interaction and influences. **Social networks.** Protection of personal data. Online conflicts. **Letters and e-mails**: outdated or modern? Famous letters.	**Involvement in social and civic projects.** **Means of transport**. The "green" transport of the future. **The contemporary world** (online public services: bill payment, purchases and ticket reservations). **Human diversity and social inclusion.** Effective communication strategies. Conflict prevention and management. **Digital culture**. **Mass media.** News and current affairs.	**Urban and rural tourism**. Opportunities and risks. (getting around, use of maps, diagrams, travel guides, brochures, etc.) **Tourist destinations**. Planning a trip. Online reservations. **Cultural diversity** - challenges and perspectives in modern society. **Digital technologies** - educational challenges.

VI. LINGUISTIC CONTENTS

10th GRADE	11th GRADE	12th GRADE
LEXIS		
Synonyms and antonyms. Homophones and homonyms. Lexical family. Adjectives or participles used as nouns (*the rich, the English*) Lexical chunks: strong collocations, common set expressions. Communicative phraseological units (proverbs and sayings).	Synonyms and antonyms. Homographs, homophones and homonyms. Common adjective suffixes. Compound adjectives. Parenthetical words expressing feelings (*un/fortunately*). Lexical chunks: strong collocations, common set expressions. Communicative phraseological units (proverbs and sayings).	Synonyms and antonyms. Homographs, homophones and homonyms. Parenthetical words, that define the degree of reality (*probably, perhaps*) Lexical chunks: strong collocations, common set expressions. Communicative phraseological units (proverbs and sayings).
PHONETICS, ORTHOEPY AND ORTHOGRAPHY		
Prosody: stress, rhythm, and intonation. Rules to improve pronunciation and spelling.		
MORPHOLOGY		
THE NOUN		
Nouns expressing measurement (*Twelve dollars is less than...*) Irregular plurals of nouns. Collective nouns + singular or plural verb (*audience, committee, etc.*). The Saxon Genitive ('s) in complex noun phrases (*her youngest brother's house*).	Compound nouns. The plural of compound nouns. Partitives and collective nouns followed by *"of"* (*a slice of bread, a blade of grass*). The Saxon Genitive ('s) with compound names (*my brother-in-law's family*).	Nouns. Plurals of nouns. (*revision*). The Saxon Genitive ('s) with some idiomatic expressions (*for God's sake*).
NOUN DETERMINERS		
The use of articles with nouns that express a whole class (*The tiger lives in the jungle. --Horses are noble creatures.*). The use of articles with predicative nouns (*They appointed him --President*) and nouns in apposition. The adjective. Simple and compound adjectives. Degrees of Comparison. Irregular comparisons. Demonstrative adjectives. Indefinite pronouns: *all,*	The definite article *"the"* with geographical names and names of hotels, ships, cinemas, theatres, newspapers/ magazines. The adjective. Relative/ interrogative adjectives. Non-gradable/ absolute adjectives. Adjective phrases + noun (*a really good friend*). Indefinite pronouns: *much, many, little/ a little, few/ a few.* Numerals: *hundred, thousand* and *million.*	Articles (*revision*) The adjective. Indefinite and negative adjectives. Adjectives followed by infinitive (*He was a person difficult to please*). Comparison of adjectives. (*revision*). Double comparatives (*The longer the days are, the better*). *He/She/ One* as generic pronouns (*He who laughs last laughs best.*). Indefinite pronouns:, *more,*

each/ every, both.		*most, several, others.* Reciprocal pronouns *each other, one another.*

THE VERB		
Modal verbs *can, may, must* to express probability. Reporting verbs followed by *if/whether/that.* Phrasal verbs without an object. Tenses. Sequence of tenses (narration, reported speech). Passive Voice. If Clause (Type 3). Subjunctive Mood after "Wish" (*expressing a wish*).The non-finite forms of the verbs. Participle I Indefinite. The Objective-with-the-Infinitive and The Objective Participial Constructions: the verbs *to see, to hear, to notice, to feel, to make, to let* (*We saw her leave/leaving theplace*). The Subjective Participial Construction (*She was seen leaving the place.*). *Full* and *Bare* Infinitives. The Infinitive Construction: the verbs *let/make + object +bare infinitive.*	Modal verbs *can/could, may/might, must, should, ought to.* Reporting verbs followed by a clause starting with a question word (*explain, know,forget, wonder,* etc.). Prepositional verbs: verb + preposition +object (*laugh at, look for,look after, speak about*). Phrasal verbs: verb + particle + object/ verb + pronoun + particle. Tenses. Sequence of tenses (narration, reported speech).. Passive Voice. Subjunctive Mood after verbs *ask, order, demand,* etc. Subjunctive Mood after "Wish" (*complaints*). The non-finite forms of the verbs. Participle I Perfect Active. The Indefinite Gerund (activeand passive). Indefinite and Continuous Infinitives. The Perfect Infinitive after modal verbs.	Modal verbs (revision). Verbs followed by a direct object and a prepositional object (*accuse of, compare with, congratulate on, prevent from*). "*Would*" for repeated past actions and habits (*When it was hot, he <u>would go</u> swimming.*). Tenses. Sequence of tenses (narration, reported speech). Passive Voice. If Clause (revision). *If only* + Past Perfect Simple (affirmative form). Subjunctive Mood after "Wish" (*regret*). The non-finite forms of the verbs. Participle I Perfect Active and Passive. The Perfect Gerund (active voice, most common cases). For-to-Infinitive.

THE ADVERB		
Adverbial phrases (*by the way, as a rule*). Comparison of adverbs. Irregular forms. Non-grading adverbs. Common adverbial connectors (*besides, in addition, moreover, etc*).	Adverbial phrases (*by no means, after all, above all*) Adverbs of degree, measure and quantity. Adverbs of certainty and probability. Adverbs with two forms and different meanings (*deep/deeply, easy/easily, hard/hardly, high/highly, late/lately, etc.*). Common adverbial connectors.	Adverbial phrases (*just before, after a while, all of asudden*) Special uses of some adverbs (*badly, enough, far, first, hardly, long, scarcely, only*). Adverb particles. Comparison of adverbs (revision). Adverbs vs adjectives.

THE PREPOSITION		
Prepositional phrases *(by means of, in the middle of).*	Confusing preposition pairs (*as/like, about/on, between/among, under/below,*	Idiomatic expressions with prepositions (*at a loss, behind schedule*).

	due to/because of). Prepositional phrases *(according to, in comparisonto,* *in case of).*	

THE CONJUNCTION		
Correlative conjunctions *(as well as, both...and, as long as).*	Subordinate conjunctions to indicate time, cause and effect, purpose, contrast and condition.	Subordinate conjunctions to indicate time, cause and effect, purpose, contrast, condition, sequence, concession.

SYNTAX		
Parallel coordinates (*We are leaving quickly and quietly.).* Preposition stranding in: • non-finite clauses: infinitive or participial forms (*This is a good teamto work in*). • relative clauses (*This is the building I told you about.*) • Wh-questions and passive clauses (*Which book did you find the answer in?*) Special cases of subject-verb agreement to express: • time, money and distance (*It is 10 km to the airport. /Fifty years is a long time*). • quantity (*a lot, plenty of, a majority of, a number of*) The use of Passive Voice with double object constructions.	Subordinate clauses (contrast, reason, purpose, result). Disjunctive questions: special cases (*He comes here every day, does he?*) The generic subject: one, you, he, they (*One can find this book in the bookshops.*). Postpositive/post-nominal adjectives (*attorney general, notary public*). Adjective Word Order Verb agreement with group words referred to as a whole (*Fish and chips is a traditional English food*). Special cases of subject-verb agreement: expression of quantity or type: *variety, number, sort. kind. minority/majority.* The use of Passive Voice with a prepositional object.	Emphatic constructions: • It-cleft sentences (*It is/was... who/ that*); • Wh-cleft sentences (*WhatI need is a holiday*). Number agreement between verb and coordinated subject (*with, together with, as well as, no less than, like, but, except*) and other special cases of subject-verb agreement. (*The old woman, along with her grandson, waswaiting for the bus.*). The objective predicative. (*They painted the walls white*). The use of Passive Voice with verbs followed by a direct object and a prepositional object.

TEXT COHESION AND COHERENCE		
Collocations. Lexical repetition. Substitution. Ellipsis. Connectors: cause and result, contrast, sequence, addition, illustration, conclusion.		

VII. METHODOLOGICAL GUIDELINES FOR TEACHING-LEARNING-EVALUATION

According to the new CEFR Companion Volume, published in 2018, the approach to the teaching-learning-assessment process in the new Foreign Language Curriculum in the high school cycle is action-oriented, and the student is considered a social actor who has to complete certain tasks, not only those of a communicative nature, in a series of discrete circumstances, in a specific environment, within a particular field of activity. Acts of speech spread among the four competences take place during communicative activities that fit into the broader framework of a social context.

The basic recommendation for teachers and authors of textbooks in foreign languages is to follow the CEFR principles according to the new B1 level descriptors. A special emphasis, as in the case of the Curriculum at the gymnasium level, will be placed on the developing the ability to understand the communicative function of the language and its value as a whole or as a system, based on language proficiency, using situations relevant to the students. Both textbook authors and teachers are invited to apply in practice the principles of repetition and restructuring of the material, of accessibility, of an individualized approach, of a communicative approach to the linguistic and thematic content, of an intercultural approach and a focus on academic and personal success. In order to encourage this implementation, various active and interactive teaching strategies may be recommended, such as: expository strategies, illustrative-explanatory teaching strategies, heuristic strategies, cooperative learning strategies and problematized strategies, which are reflected in more detail in the NCRF (2017).

Consequently, the basic emphasis will be placed on the communicative-situational aspects and not on the grammar itself (morphology / syntax) in light of the communicative-active approach promoted by CEFR with the transition from conceptual-normative grammar to a discursive grammar of meaning.

Thus, grammar will not be perceived as an end in itself or a point of reference, but rather a point of arrival, the relevant grammatical categories being intuited or deduced from the context or the situations with communicative tasks, within the linguistic material learned. The basic vocabulary (about 200-250 words for each grade), flexible in terms of content, must include lexical units relevant to the everyday experience of the students, in order to facilitate their communication in situations of interest to them, in accordance with the thematic modules and sub-themes: personal environment, family environment, natural environment, social and informational environment, school environment and cultural environment.

CEFR states that learning a language will be considered as one available means of developing the student's personality (for example, to increase assertiveness or self-confidence) or his ability to learn (greater openness to new things, awareness of other languages and cultures, curiosity about the unknown). The high school curriculum has been designed to develop those skills and strategies that will enable the student to perform the necessary tasks, activities and operations for an effective participation in acts of communication. Exploration of the importance of the student's personality and his active involvement in the teaching-learning-assessment process will be the central point around which the didactic initiatives will be built. In order to create in the student an adequate motivational framework learning the foreign language, three basic pedagogical elements are necessary: (1) the stimulation of interest in the learning process, (2) the facilitation or organization of events based on active use of the foreign language as a means of communication and (3) the addressing of thematic topics according to the age, preferences and interests of the 21st century student. Students will become co-participants in the teaching-learning process and will develop fluency of expression when they are involved in pair or group activities, online or offline, guided or closely monitored by the teacher as a partner in the educational act. In this context it is recommended to initiate and implement group or team school educational projects such as: volunteering and civic involvement projects, academic and professional development projects, or national and international school partnerships.

An new feature for high school classes this year is the introduction of transdisciplinary and interdisciplinary activities, which are based on flexible approaches which encourage positive interaction, motivation and involvement of students their own educational process, and elements of learning in contexts beyond the classroom (outdoor education): adventure learning / expeditionary learning, discovery-based learning, experiential learning, research-based learning, project-based learning, task-based learning, etc.

Every semester educational projects will be carried out open to an interdisciplinary focus within the Language and communication area. Written homework will be alternated with oral homework, listening, and viewing audio-visual or digital media in order to facilitate the process of developing correct pronunciation. Students will be encouraged to watch video clips, animated films, cognitive shows, feature films, documentaries, and shows at home and to work with authentic digital materials.

The media and / or digital content will be correlated with the educational content and will be analyzed in the foreign language (as appropriate, corresponding to the level of language

proficiency). The teachers will monitor access to these sources as well as the duration of the media item, so that watching / listening to it does not require an excessive amount of time and the length is age-appropriate.

Considering the complexity and the abundance of issues in life, as well as the interests and preferences of the 21st century teenager, it is recommended that teachers enrich their professional portfolios modern methods and alternative techniques for teaching-learning-assessment involving the development not only of the language skills but also of imagination, creativity, interactivity, and direct participation of learners in the teaching-learning process. These include: task-based learning, learning through discovery and problem-solving activities, project-based learning and learning through national and international school partnerships.

Therefore, at the high school level, it is recommended that the teachers and textbook authors use attractively illustrated modern teaching materials (images, infographics, concept maps and digital products), modern educational tools (interactive whiteboard, computer, tablets, and mobile phones), playful activities / exercises (interactive activities, role-playing, case studies, simulations, viewing digital resources, plays, debates, and motivational speeches) and digital media (websites, blogs, vlogs, movies, digital collages, digital posters, digital dictionaries, MP3 and MP4 materials, SMART software, etc.).

At the high school level, the use of comprehensive formative assessment of learning is recommended; this will allow both the teacher and the student to determine the degree of acquisition of the necessary skills and knowledge, to identify gaps and their causes, and to improve the teaching-learning process.

A comprehensive assessment of learning will include the assessment of learning processes, skills acquired, progress made, products of the students' activity and learning. In this context, teachers will rely on both traditional methods, and supplementary evaluation methods and tools, namely: systematic observation based on observation checklists, classwork and homework designed for evaluation, individual and group projects, portfolios, learning journals and self-assessment.

An extremely important aspect of high school homework is the emphasis on authentic tasks, which draw on real problems and situations in the student's life, corresponding to the perspective of his sociolinguistic integration into the community. It is recommended that teachers alternate classic, traditional subjects with practical-applied themes related to real life (projects, exhibitions, models), in line with the preferences and interests of the students. The teacher will assign exercises from the textbooks approved by the Ministry as homework, or will create tasks independently. The types of homework assigned will include a balanced focus on receptive activities (listening or reading), and productive activities (writing, speaking), along with interaction or mediation, while integrating those four types of fundamental skills: writing, reading, listening, and speaking.

The implementation of the new Curriculum will follow the methodology suggested by the CEFR Companion Volume (2018) and will encourage a focus on current events and on inter- and trans-disciplinarity implementation in authentic learning contexts from an action perspective.

Teachers and textbook authors will have a wide range of available products, activities and thematic suggestions which will guide them in the direction required by the new norms and the rigors connected with teaching a foreign language in the 21st century. While implementing learning units, the tasks will be formulated from a communicative or action perspective, according to the type of competence developed and the planned thematic module, with an approach focused on the student and his needs, on stimulating curiosity, creativity, critical thinking, and motivation for one's own learning. The teacher will be encouraged to use both traditional and alternative teaching-learning-assessment methods and will make extensive use of illustrative teaching materials, educational tools, attractive playful activities and exercises, as well as modern, interactive digital media. They will continue to operate on the principles of individualization, differentiation, and personalization of the educational process.

MINISTRY OF EDUCATION, CULTURE AND RESEARCH
OF THE REPUBLIC OF MOLDOVA

Curriculum Implementation Guide

FOREIGN LANGUAGE

Grades X-XII

- **Implementation guide**

Chisinau, 2019

FOREWORD

The current guide for the implementation of the *Foreign Language* Curriculum in high school is an important reference for teachers, textbooks authors and decision makers for the successful implementation of the latest curricula provisions developed in accordance with the Companion Volume of *The Common European Framework of Reference for Languages* published in 2018.

The recommendations included in the Guide refer to the *entire schooling path* in which *the Language Curriculum* is implemented, and ensure a continuation with an increased degree of complexity, of the contents of the Gymnasium Level *Guide*. Methodological suggestions and evaluation models and tasks are offered to teachers in order to address foreign language teaching from an action perspective. The teachers are encouraged to approach the content of the guide in a creative and personalized way, adapting it to the specifics of the teaching process as appropriate, taking into account *to the age of students and the educational principles and strategies appropriate to the discipline.*

In the context of the new recommendations included in the Companion Volume to *The Common European Framework of Reference for Languages* published in 2018, this guide provides a varied toolkit of teaching methods and procedures that allow the teacher *to develop the four competences: linguistic, sociolinguistic, pragmatic and pluri- (inter-) cultural,* thus enabling him to prepare a graduate who is able to socialize effectively in a foreign language in the age of modern information technologies at the global level.

The *Foreign Language* Curriculum for high school generates favorable conditions for every student to develop the targeted skills at an individual pace, to apply the language skills acquired at the high school level in various fields, including in everyday life and in the field determined by a given curricular area, in order to continue his studies in higher education and / or for social / professional integration. Moreover, the conditions that will ensure an efficient implementation of the current *Foreign Language* Curriculum in high school should not be overlooked:

- fostering an efficient management of the curriculum implementation for high school education;

- creating a favorable academic climate for foreign languages in high school at all levels;

- creating the learning environment based on the active-learning perspective;

- creating a motivational framework for teachers and students;

- integration of the latest innovative elements from the Companion Volume to *The Common European Framework of Reference for Languages* published in 2018;

- effective partnership with parents in light of the Intersectoral Development Strategy for the parenting skills and competences for the years 2016-2021 period;

- effective partnership with community representatives;

- partnership with strategic partners who promote the study of foreign languages, both locally and internationally.

The implementation of the provisions of this guide will contribute to better equipping the *foreign language* teachers with the necessary skills and competences for modern, up-to-date teaching, based on the active-learning approach in accordance with the needs of academic and professional development in the digital age. In this regard, the guide must be treated as an important and useful tool for the achievement of a quality educational process.

I. CONCEPTUAL / THEORETICAL GUIDELINES OF THE CURRICULUM

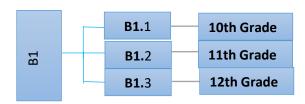## 1.1. The concept of Curriculum in the Foreign Language discipline

The *Foreign Language* Curriculum *(FL)* for high school education, 2019 edition, is an integral part of the National Curriculum for General Education in the Republic of Moldova that reflects the assurance of continuity in curricular reforms and educational policies implemented at the national level and constitutes a strategic direction that advances the quality of general education by linking it to the European and international standards. The *FL* Curriculum Implementation Guide is part of the system of products of the Curriculum for high school education and represents a reference document for the implementation of the Foreign Languages Curriculum in the educational process.

This document corresponds to the challenges and changes of the digital age: globalization, digitization, technologization, the crisis of values; but also to those of the modern society: the socio-political, economic, and demographic crises, as well as those within the national educational system: theorizing the curricula by disciplines and an insufficient interdisciplinary connection at the curricular level. Last but not least, it takes into account the experience of teachers in the teaching-learning-assessment process, the interests and needs of the modern student and the quality of the results obtained at the end of the process.

The FL Curriculum is linked both to the curriculum as a process (research- design-teaching-learning), as well as the curriculum as a product (a reference framework, programs, guides, notebooks, tests, etc.). The development of this Guide has taken into account: the orientation towards active learning, towards learning to learn, towards the development of competences, and towards the developments of students' creativity as generators of values; thus ensuring an optimal balance between theoretical and applied approaches; the real possibilities of classroom application and adaptation to the CEFR levels (B1 at the high school level). **Level B1 will be achieved in stages through sublevels**

B1.1, B1.2, etc., congruent with the complex progression through the subject matter by grades, based on the National Curriculum for FL1 (NCFL1) for the high school cycle, 2019 edition, and the **B1 level of the CEFR, 2018.**
The high school cycle

B1	B1.1	10th Grade
	B1.2	11th Grade
	B1.3	12th Grade

Note 1: For the Foreign Language 2 (FL2) the progression through language proficiency levels in the high school cycle will be carried out according to the following table:

Note 2: For the Foreign Language 2 (FL2), classic high school, the progression through language proficiency levels in the high school cycle will be carried out according to the following table:

The classical high school

The guide is addressed to teachers who teach *FL* in high school and to education managers. The conditions that will ensure a successful implementation of the Curriculum developed for *FL* include the following:
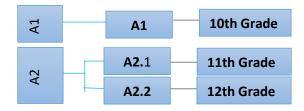
• permanent adaptation of the FL Curriculum to the CEFR;

• compliance with and promotion of the European language learning policies included in the Companion Volume to the CEFR published in 2018;

• fostering an efficient management of curriculum implementation for high school education;

• creating a favorable psychological and relational climate in FL at all levels;

• creating an appropriate FL learning environment;

• creating a motivational framework for teachers and for students who are studying FL;

• conscious integration of the changes and new features into the curricular framework;

• effective partnership with parents in light of the Intersectoral Development Strategy of the parenting skills and competences for the 2016-2022 period;

• effective partnership with community representatives, and with international structures representing their respective foreign languages in the Republic of Moldova.

1.2. Innovative approaches of the Curriculum in the foreign language discipline

The publication of the Companion Volume to the CEFR in 2018 required the introduction of a series of reconceptualization within the *Foreign Language* subject Curriculum. The innovative elements found in the new document include:

• a clear delimitation of the abilities of a graduate from each study cycle in accordance with the new descriptors in the companion volume, namely B1 + for the high school cycle;
• specification of the notion of *competence* and formulation of the new competences: ***linguistic competence, sociolinguistic competence, pragmatic competence and (pluri- / inter-) cultural competence;***
• the emergence of the concept of *Competence Unit* which has replaced that of *sub-competence*;
• the sequential organization of thematic suggestions, by grades, according to each course of studies;
• the sequential organization of grammar content, by grades, according to each course of studies;
• the introduction of a section dedicated to recommended learning activities and products (concrete outcomes);
• the introduction of elements related to the development of mediation skills in students.

Table of specific competences in the *foreign language* subject

specific competence	Primary education	Gymnasium education	High school education
linguistic competence	Discrimination of the linguistic elements through simple, short and correct message forms, showing curiosity for language capitalization as a system.	Application of the linguistic norms in the formulation of simple, correct messages, valuing the language as a system.	Use of the formal linguistic resources in carrying out communicative acts, showing flexibility and self-control.
sociolinguistic competence	The use of linguistic elements demonstrating creativity in the use of the language within the framework of social contact.	Use of linguistic structures, demonstrating the functionality of the language within the framework of a social contact.	Actualization of linguistic resources in diverse communication situations, valuing the social dimension of the language
pragmatic competence	Adaptation of the linguistic elements to commonly used / familiar contexts, demonstrating correctness and coherence in structuring the message. .	Use of linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.	Integration of linguistic resources into unpredictable everyday contexts, demonstrating precision and fluency in discourse.
(pluri- / inter-) cultural competence	Assessment of the specific elements of the foreign language culture studied, expression of interest and respect for the values of another culture.	Appropriation of elements specific to of the target languages culture, showing openness and motivation for intercultural dialogue	Integration of the culture-specific features of the target languages in contexts of intercultural communication,, expressing empathy / tolerance and acceptance of cultural diversity.

The functions of the *FL* Curriculum stem from the stipulations of the NCRF and are characterized by conceptualization and design, by regulation and standardization, orientation and alignment with the current national and international trends in the educational system. Thus, at the end of the high school cycle the students will demonstrate competence in *FL* in accordance with the B1 + level, based on the new CEFR descriptors, and will be able to:
• understand the essential elements presented in clear standard language, on common, familiar, topics related to school, free time, etc. .
• handle the majority of situations that occur during a trip to a region where the target language is spoken
• produce a simple and coherent discourse on familiar topics from their fields of interest;

• relate an event, an experience, or a dream, describe a hope or a goal and briefly express the arguments for or explanations of a project or idea.

The updated curriculum is based on the following key concepts:
• **Communicative act:** an act through which the communication process can be carried out.
• **Linguistic competence:** the application of linguistic elements in the production of complex, clear, correct messages, showing flexibility and coherence / independent language use; valuing the language as a system.
• **Sociolinguistic competence:** connecting linguistic resources to various communicative situations, demonstrating sociability and creativity.
• **Pragmatic competence:** integration of linguistic structures into everyday contexts demonstrating coherency, accuracy and fluency in oral / written / online communication.
• **(Pluri- / inter-) cultural competence:** integration of the elements specific to the culture of the target country, in intercultural communication contexts, expressing positive empathy and acceptance of cultural diversity.
• **Contents:** means / tools for developing the students' competences.
• **Outcomes:** measurable results from previous acquisitions / competence units obtained through the learning process, which certify to what extent and at what level the competences have been learned / developed.
• **Language:** a complex system of signs, symbols and grammatical rules, the basic tool of interpersonal communication.
• **Speech:** mobilization of language by an individual in interpersonal communication.
• **Language:** an interpersonal communication system through verbal and nonverbal means.
• **Mediation:** an activity that enables an accessible (re) formulation / rephrasing of a primary text through translation or interpretation, summary or synthesis.
• **Task:** the action of one or more individuals who strategically employ all available skills in order to achieve a given result.

The design and implementation of the teaching process in *FL* at the high school level will be based on the following principles:
• the principle of harmonious development of the student's personality;
• the principle of reviewing and recycling material by varying teaching activities and strategies;
• the principle of illustration in the presentation of the teaching material;
• the principle of accessibility (moving from simple to complex) in the presentation of content;
• the principle of an individualized approach;
• the principle of personalization (individual awareness);
• the principle of active acquisition of knowledge, skills, and attitudes;
• the principle of a communicative approach to linguistic and thematic content;
• the principle of an intercultural approach;
• the principle of active involvement of the student in the teaching-learning-evaluation process;
• the principle of focusing on success.

The new formulations of the four competences: *linguistic competence, sociolinguistic competence, pragmatic competence, and (pluri- / inter-) cultural competence* aim to focus the teaching process on the communicative aspect of and on the active-learning approach to the language in order to extend communication skills in the foreign language, to provide guidance towards an academic and professional choice, and to nurture the proper attitudes in the development of the adolescent's personality. The revised competences reflect the shift in emphasis from the teaching process to the learning process, highlight the predominance of results over the presentation and reiterate the importance of a formative-developmental education over an informative-reproductive one. The language content has been simplified and transformed into workable realities that foster the autonomy, creativity, ingenuity and interests of the students and are correlated with the unique requirements of the students' intellectual, psychological and chronological development.

An important new element for high school classes is the introduction of transdisciplinary and interdisciplinary activities, which are based on flexible approaches that encourage positive interaction, motivation and involvement of the students in their own development, elements of learning beyond the classroom (outdoor education) in contexts of: adventure learning / expedition-based learning, discovery-based learning, experiential learning, research-based learning, project-based learning, task-based learning, etc. **The present guide encourages the semester-level implementation of educational projects open to an interdisciplinary focus within the Language and communication area.**

The sequential organization of thematic suggestions by grades - another innovative component of the updated Curriculum, reflects the need to integrate elements belonging to the re- conceptualized mandatory subjects included in *the Framework Plan*: Personal Development, Education for Society, and Digital Education. Their role is not only to develop linguistic, sociolinguistic, pragmatic and (pluri-/ inter-cultural skills, but also. To foster students' self-knowledge as they become informed, active, honest citizens, who will be able to interact openly and freely, demonstrating responsibility in making career decisions and in lifelong personal development.

The thematic suggestions have been organized into six groups: *the student's personal environment, family environment, natural environment, social and informational environment, and cultural environment*.

The communicative acts, and the recommended learning activities and products have been formulated through the prism of some methodological innovations, which are based on the interests and preferences of the 21st century adolescent. These include modern methods and methodological alternatives for teaching-learning-assessment involving not only the development of language skills but also of imagination, creativity, and interactivity as well as the direct participation of learners in the teaching- learning process. Recommendations in this guide include: *task-based learning, learning through discovery and problem-solving activities, project-based learning and learning through school partnerships at different levels.*

In this context, the teacher is encouraged to use the textbook recommended by the Ministry of Education, Culture and Research, as well as attractive and modern illustrative teaching aids (images, infographics, collages, concept maps and digital products), modern educational tools (interactive whiteboard, computer, tablets, mobile phones), playful activities / exercises (interactive activities, role-playing, case studies, simulations, viewing of digital resources, skits, debates, motivational speeches) and digital media (websites, blogs, vlogs, movies, digital collages, digital posters, digital dictionaries, .mp3 and .mp4 materials, SMART software, etc.).

CURRICULUM PLANNING GUIDELINES

2.1. The Curriculum for Foreign Language as an educational plan

The central concept of curriculum design in the *Foreign Language* subject is personalized educational design. The personalized educational design expresses the right of the teacher to make decisions on the ways he/she considers optimal in ensuring the quality of the educational process in the classroom. At the same time, through personalized educational design, the teacher assumes the responsibility to provide students with individualized school paths, in accordance with specific conditions and requirements. Following the concept of the high school education Curriculum, we emphasize the fact that educational design for a school subject, such as *FL*, requires an anticipatory mindset on the part of the teacher concerning the development of classroom events, a pre-planning of teaching, learning and assessment, on two interdependent levels: long term and short term. Equally important is the fact that long-term and short-term planning documents are administrative documents that implement the curriculum in a customized manner.

They are a demonstration of the teacher's educational mastery and his responsibility regarding the need to effectively focus on the student.

The multi-level educational planning documents, created by the teacher and approved within the educational institution, are the following:

- **Long-term Plans**: the plans for the administration of the subject area (annual, half-yearly);
- **Unit Plans** or **Daily Lesson Plans -** for each Class Period $_2$.

The multi-leveled educational planning documents are administrative documents that implement the subject area curriculum (the school syllabus) in a customized manner within the concrete conditions of the educational process in the classroom, in the context of allocating physical, temporal and material teaching resources, as considered optimal by the teacher over the targeted period. Thus, the *FL* Curriculum is the main reference, the regulatory document for the personalized design of the teaching activity in the classroom for the given subject.

The annual didactic design of the subject area is carried out according to the data from the Long Term Plan by taking into account the prescribed allocation of class hours per content unit. The systems of competence units, designed for a learning unit, are fully integrated into **the summative assessment** at the end of the unit and selectively - into the **formative assessment** along the way. These systems support the didactic design of the learning units and the short-term didactic design. Similarly, the contents of the outlines summarized after each class period will be evaluated in the summative assessment at the end of the school year.

Competence units are components of competences. They facilitate the development of the specific skills, representing stages in their acquisition. Competence Units are the acquisitions that the student must make in order to develop competences, and not only those specific to the discipline. One and the same acquisition can be significant for all categories of competences developed by students.

Content units are informational means by which the systems of competency units designed for a certain learning unit are implemented. Consequently, the aim is to achieve not only the specific competences of the subject, but also the transversal / transdisciplinary ones. The content units include lists of terms specific to the subject: words / phrases that must enter the student's active vocabulary by the end of that learning unit.

Use of Language refers to the methods of transmitting messages through different means of verbal communication (oral / written / through various media), non-verbal (gestures, facial expressions, behaviors) and para-verbal (voice quality, tone, rhythm, pauses).

Recommended learning activities and products presents an open list of meaningful contexts for demonstration of the units of competence designed for training / development and assessment within the given learning unit. The teacher has the freedom and responsibility to capitalize freely on this list at the level of lesson planning and implementation, but also to supplement it according to the features of a specific class of students or of the available resources, etc.

2.2. Long-term educational plan

In the process of developing the Long-Term Plans (LTD) (LTP), the teacher will act according to the official documents and the educational conception of the discipline. The requirements of the planning process are:

- compliance with a specific template, established at the institution level;
- assumption that the LTP is a functional tool that ensures a rhythmic cycle of content and assessments, in line with the structure of the school year and oriented towards the achievement of the curricular outlines by the students in the class;
- discrimination of the compulsory elements from the optional ones: the curricular contents are mandatory for study, but the reasoned choice of a text and the judicious allocation of time is at the teacher's discretion;
- the correct inclusion of the exact calendar date for each lesson (in line with the structure of the school year according to the Framework Plan);
- creation of plans, starting from the specific competences and the derived sub-competences for each grade, content units and the recommended time resources;
- inclusion of time for the completion of thematic projects within the teaching units (allocating 1-2 hours, as appropriate), as well as planning time for the presentation and evaluation of the thematic projects within the teaching units;
- observance of the alternation of the forms of evaluation, depending on the specific competence of the learning unit, and the clear indication of the assessment instruments;
- ensuring the formative character of learning by varying the strategies working and methods.

The long-term plan:

- includes: *the header, the long-term plan, the plans for the learning units;*
- is an administrative document that is drawn up by the teacher at the beginning of the school year for each educational subject and allows for some adjustments and developments during the year, depending on the actual dynamics of the class of students;
- it must be a functional tool that ensures a rhythmic cycle of content and assessments, in line with the structure of the school year and oriented towards the achievement of the curricular goals by the students in the class.
- it is advisable that it have a personalized character, blending instructional criteria with the creativity and professional competence of the teacher, which is beneficial, first of all, for the student; the prepared long-term plans can be used as guidelines for a customized approach. Teachers have the right to create only the Long Term Plan at the beginning of the school year, whereas the planning of the learning units (modules) takes place throughout the year, as the implementation of the previous unit plan is completed.

The header of the long-term plan will include the following mandatory elements:
- *Subject* - write the name of the subject in accordance with *the Framework Plan*.
- *Subject Specific Competences* - are transcribed from the Curriculum;
- *Bibliography* - subject-related resources are listed:

✓ *Primary Resources: Curriculum, textbook approved by MECR;*

✓ *Supplementary Resources: Curriculum Implementation Guide, Teachers' Guides, instructional guidelines, independent workbooks for students, collections of tests, educational software, etc.*

<h1 style="text-align:center; color:#29ABE2">FOREIGN LANGUAGE LONG TERM PLAN</h1>

Will have the following structure:

Number of hours per week	Number of hours per year

Learning Units	Number of hours	Assessments		Comments
		IA	SA	

Instructions for completing the fields:

• **No. of hours per week** - is written in accordance with *the Framework Plan*.

• **No. of hours per year** - is calculated according to the structure of the school year which is established for each school year by the MECR of the Republic of Moldova.

• **Learning units** - can be taken from the names of the content units (modules) in Subject Area Curriculum or the names of the chapters (modules) from the textbook approved by MECR for the current year.

• **No. of hours for each learning unit** - is designed as a guide, considering: the recommendations of the Subject Area Curriculum; the relevant content from the textbook; the complexity of the content; the students' learning rate, etc.

• **Assessments** - the number of initial evaluations (IA) and summative evaluations (SA) during each learning unit is planned. Thus, the teacher will be able to determine whether the distribution of classes per module will allow him to efficiently carry out the formative evaluation process and ensure the continuity of the evaluation cycle. At the same time, it also creates an overview of the teaching process in the subject. The number of summative assessments in *FL* shall be determined considering the recommendations of the Methodical Letter developed annually by the MECR.

• **Comments** - the changes that may occur during the school year are recorded.

LEARNING UNIT PLAN

MODEL no. 1

Learning unit: _____

No. of planned hours: _____

Competence Units	Content details	No. of hours	Date	Resources	Assessment	Comments

MODEL no. 2
Learning unit: _____
No. of planned hours: _____

Date	Subject of the lesson	Type of lesson	Competence Units	Stages of the lesson	Teaching contents and resources	Teaching strategies	Evaluation
				Evocation			
				Realization of meaning			
				Reflection			
				Extension			

    Instructions for completing the fields:

    • **Learning unit** – enter the number and the name of the unit in accordance with the schedule from the Long Term Plan.
    • **No. of allocated hours** - enter the corresponding number from the Long Term Plan.
    • **Competence Units** - in the table, write the numbers of all the competence units provided for the given module in the Subject Area Curriculum (for example: 3.1; 3.2; 3.3 etc.); if deemed necessary – copy the text of the competence units from the Curriculum.
    • **Content details** – allocate the thematic topics for each class, which can be taken from the textbook approved by the MECR and from the list of contents in the Subject Area Curriculum; then, depending on the specifics of the discipline, the teacher's creativity and other factors, the students' program of activities are explained for each lesson – more briefly or in more detail; the entries in this field must make use of essential phrasing that will be included in the class register for each lesson.

IMPORTANT!	In the planning process, the principle of complex approach will be observed; the teacher ensures that, within each lesson, he/she harmoniously and effectively integrates the four fundamental skills: - *Listening / reception of oral messages* - *Reading / reception of written messages* - *Written communication / production of written messages and interaction* - *Oral communication / production of oral messages and interaction*

• **Date** – complete with the calendar dates for each thematic topic indicated in the previous column, considering the structure of the school year.
• **Resources** - indicate the pages from the textbook and possibly from supplementary teaching resources, for each thematic subject; other elements can also be noted (teaching materials, forms of organizing activities, etc.) at the discretion of the teacher; at the level of the learning unit it is not mandatory to plan the methods and forms of the teaching activity during lessons (if desired, references to this aspect can be made in the content details).
• **Assessment** - indicate the lessons in which the following are designed:
    o *initial assessment (IA);*
    o *formal assessment (FA);*
    o *summative assessment (SA),*

In the *Foreign language* subject:
- at the beginning of the year, term(semester), module, an IA is planned;
- the number of SA is determined according to the recommendations stipulated in the Methodological Guidelines of the MECR, usually at the end of each learning unit;

- the distribution of FA over the course of instruction is determined in accordance with the students' pace of learning or other possible factors;
- at least two FA will be planned during the course completed with a SA;
- after each summative assessment a lesson of differentiated post-evaluation activities is carried out: of review, training, and development. It is recommended to plan the Competence Units and / or products selected for each FA.
These can be indicated accordingly in the next heading
• **Comments** - record any changes that may occur during the school year.

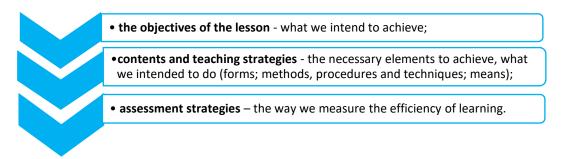| IMPORTANT!	At least 30% of the lessons in a learning unit will include audio-visual reception elements. The duration of the audio-visual reception clips in the lesson is determined by the level of the students' competence, showing a gradual increase.

LONG TERM PLAN MODEL

Subject Specific Competences	Units of competence	Learning unit	Thematic/ linguistic contents	No. of hours	Date	Teaching and assessment strategies	Comments

• **Subject Specific Competence** section will be completed by numbering: SC1, SC2, etc.
• **The Competence Units** will be written according to the numbering in the Curriculum: 1.1, 1.2, etc.

2.3. Short-term plan

The short-term plan is based on three interrelated benchmarks:

• **the objectives of the lesson** - what we intend to achieve;

•**contents and teaching strategies** - the necessary elements to achieve, what we intended to do (forms; methods, procedures and techniques; means);

• **assessment strategies** – the way we measure the efficiency of learning.

The curricular documents emphasize that the focus of high school education on the development of competences implies their application at the level of short-term lesson plan, correlating with those components of the learning unit which are targeted by that lesson.
Type of lesson: the development of a lesson plan begins with the classification of the lesson within the learning unit, which involves determining the type of lesson. Consequently, the type of lesson corresponds to the type of assessment that can be used in the lesson. From an EDC perspective, this correlation is outlined as follows. Interactive formative assessment activities can and must be carried out in any type of lesson, targeting various aspects, including the attitudinal and the metacognitive ones.

THE DAILY PLAN HEADER MODEL
Lesson Topic: **Lesson Type:** **Specific competences: Competence units** **1.** _____ **2.** _____ **etc.** **Lesson objectives:** At the end of the lesson, the student will be able to: O1: O2: etc. **Teaching strategies, methods, techniques and procedures:** **Assessment:**

Table 1. Types of lessons from the perspective of competence formation.
Instructional sequences

Lesson of developing knowledge acquisition abilities	Lesson of developing comprehension and understanding	Lesson of knowledge application abilities
1. Organization of the class 2. Homework check. Activation of prior knowledge 3. Teaching-learning new subject matter 4. Consolidation of the subject matter and skills development at the communicative level 5. Timely, instructive assessment for the new subject matter 6. Review of the lesson. Conclusions 7. Announcement of the home task.	1. Organization of the class 2. Homework check. Activation of prior knowledge 3. Consolidation of the subject matter and skills formation at the communicative and productive levels 4. Timely, instructive assessment 5. Review of the lesson. Conclusions 6. Announcement of the homework.	1. Organization of the class 2. Homework check. Activation of prior knowledge 3. Consolidation of the subject matter and skills formation at the productive and transferring to other fields levels 4. Timely, instructive assessment 5. Review of the lesson. Conclusions 6. Announcement of the homework

Lesson of developing analysis-synthesis abilities.	Lesson of developing evaluation abilities	Mixed lesson
1. Organization of the class 2. Checking the homework 3. Analysis-synthesis of the material under study. (systematization, classification, generalization) 4. Analysis-synthesis of the solving methods studied at the productive and creative levels, with transfers to other fields 5. Timely, instructive assessment 6. Review of the lesson. Conclusions 7. Announcement of the homework	1. Organization of the class 2. Instructions for the evaluation tasks 3. The assessment work realization 4. The roundup of the lesson. Conclusions 5. Announcement of the homework	1 Organization of the class 2. Homework check. Activation of prior knowledge 3. Teaching-learning new material 4. Consolidation of the subject matter and skills formation at the: communicative and productive levels, with some transfers to other fields 5. Timely, instructive assessment of the new subject matter. 6. Review of the lesson. Conclusions 7. Announcement of the homework

The ERRE model is configured as a teaching framework for planning and learning, conducive to the development of critical thinking. The relationship between the ERRE stages and the competency learning process can be represented using a set of 6 steps, which facilitates the method of developing competences:

- **Evocation**
- **Realization of the meaning**
- **Reflection**
- **Extension**

Get involved!	Find out!	Analyze!	Com... and...

3. METHODOLOGICAL GUIDELINES AND CURRICULUM PROCEDURES

3.1. Logic and principles for implementing teaching strategies based on the updated curriculum

The priority of a foreign language teacher is to select correctly modern procedural resources, strategies, methods, and assessment tools that will highlight the potential of each student and will actively involve him in the learning process. We recommend maintaining a balance among the three levels - knowledge, application, and integration will be adept in balance throughout the evaluation process. Methods and strategies that develop the student's correct pronunciation skills are welcome, as well as vocabulary enrichment exercises and grammar construction tasks, connected to real, authentic contexts which are useful to the student in the process of developing linguistic, sociolinguistic, pragmatic and (pluri- / inter-) cultural skills.

The CEFR Companion Volume (2018) CEFR attaches great importance to the combination of communicative tasks based on authentic learning situations and the communicative needs of students. Underlying this selection of strategies, methods, and tools will be the emphasis on the fact that students learn a foreign language in one of the following ways:

a. through direct contact with situations of authentic language use;
- *through face-to-face communication with naive inhabitants;*
- *listening to conversations in which they do not participate;*
- *listening to radio shows, recordings, etc.;*
- *listening to and watching TV shows and movies, video recordings, etc.;*
- *reading non-leveled, unaltered written texts (newspapers, magazines, short stories, novels, posters and billboards displayed in public, etc.);*
- *using software, CD-ROMs, etc.;*
- *participating in online or offline forums;*
b. through direct contact with selected oral speeches and written texts (i.e. progressive) in *FL* ("intelligible input").
c. by direct participation in an authentic communicative interaction in *FL*, for example as a partner of a competent interlocutor.
d. by participating in the accomplishment of tasks specially designed and elaborated in *FL* ("comprehensible input").
e. through (guided) self-instruction, pursuing the given objectives and using the available learning material.
f. through a combination of presentations, explanations, (mechanical) exercises and exploration activities, all in *FL*.

At the foundation of the definition of didactic strategy lies an understanding of the complex role played by the learning tasks or activities which are based on a "real" social and interactive nature, such as when students are trained through a "freely accepted approximation" to play a game using the target language rather than the mother tongue, with activities centered on access to meaning. These activities aim at developing a communicative competence based on the knowledge actually accumulated in the *FL* learning process. As indicated in the CEFR, communicative pedagogical tasks (as opposed to formal exercises taken out of context) aim at involving the student in real communication; they have a meaning (for the student), are relevant (here and now, in the formal learning situation), demanding but feasible (with the possibility of readjusting the activity, if necessary) and have an easily identifiable result. Classroom activities, whether they are "authentic", or have a pronounced "pedagogical" character, will track the involvement of students to the

extent that they are asked to understand, negotiate, and express meaning in order to achieve a communicative purpose.

In addition to oral reception, visual reception, oral interaction, and oral and written production, the 2018 Companion Volume included two new aspects related to the development of teaching-learning-assessment contexts: the written interaction in the online environment and mediation between two languages or two interlocutors speaking the same or two different languages.

Textbook authors as well as teachers are invited to put into practice the curricular principles set out in the Conceptual Guidelines:
• repetition and restructuring of the material,
• accessibility,
• an individualized approach,
• a communicative approach to the linguistic and thematic contents,
• an intercultural approach,
• a focus on success.

3.2. Teaching-learning strategies specific to the *Foreign Language*

In support of this implementation, various ***active and interactive strategies*** can be recommended, as follows:
1) expository strategies;
2) illustrative - explanatory teaching strategies;
3) heuristic strategies;
4) algorithmic strategies;
5) cooperative learning strategies;
6) problematized strategies.

We suggest that teachers and textbook authors explore ***alternative methods of teaching-learning-assessment***, of active learning, discovery learning, task-based learning, problem-based learning, and project-based learning.

Active learning - involves the use of methods, techniques and procedures that actively involve the student in the learning-teaching-assessment process, aiming to develop critical thinking, stimulate creativity and develop an interest in learning. Thus, the student is helped to understand the world in which he lives and to apply what he has learned in school in different life situations. Students take responsibility for their own success. Whether they are making a digital film about their school to be presented to colleagues in another country, making a traditional / digital poster to recount what they studied in a lesson / module, or presenting the pros and cons of a debate, students are actively involved in each stage of learning.

Discovery learning - places the student in the stance of a seeker of scientific knowledge and is a technique whereby students are put in a position to discover the truth, paving the way for development of understanding through their own independent activity. This type of learning takes place in a problem-based framework, being the end result of problem-solving and debate. Students face a problem situation, and there is not a known method to solve it. The solution can be found only through discovery, and involves: organization and correlation of data, structuring and interpreting it, applying thinking skills and using principles that require *intuition, imagination, and creativity*. Whether analyzing a short film / cartoon / comic strip / book in the foreign language to identify specific sounds, groups of sounds, intonations, and pronunciation patterns, discussing a case study, developing an interactive poster in traditional / digital format

about their favorite topic or communicating online with their peers abroad - students are always involved in authentic activities, which motivate them to discover the world beyond the walls of the classroom.

Task - based learning - students face problems - not just related to content and subject matter, but also in terms of organizing their work. They need to find a solution on their own and thus develop a wide range of skills, for example time management, activity planning, cooperation within a team, obtaining materials and selecting information, finding and using tools, etc. Task-based learning is flexible because students can adapt the workload to their abilities. Students develop not only the linguistic skills, but also those necessary for a successful career. Whether making a cartoon / comic strip to explain a national custom or tradition, developing a tourist brochure to highlight places of historical significance in their community, or creating a traditional /digital presentation about their personal interests - students are always involved in practical activities which make learning entertaining but also challenge them to learn new things.

Problem-based learning - is part of the paradigm shift from teaching to learning, with teachers acting as facilitators of learning. This method uses cases (constructed scenarios) that involve a problem which is students use as a starting point to discover information and formulate opinions and a variety of solutions. The problem is presented to the students at the beginning of the learning process, the teacher intervening later, when appropriate, with clarifications, but based on what the students have discovered in their reading. An important element is autonomy, as students define their own goals, deciding what they need to research and learn, so this process involves responsibility for the information sources. Whether they are making make a CV in digital format to get a scholarship or participate in a school competition, or creating an artistic collage about environmental problems and their solutions, or developing an advertisement to promote a local product / brand, students are invited to come up with creative and innovative solutions that test all their skills and abilities.

Project-based learning - involves students in the investigation of some compelling problems and yields authentic products. Projects are developed from challenging questions that cannot be answered through memory-based learning. Through projects, students take on active roles - the problem solver, the decision maker, the investigator, the documentation manager. For many students, this style of learning is very attractive because it arises from authentic experiences. Students assume the role and behavior of those who work in a particular field. Whether they are making a documentary about environmental issues, creating a tourist brochure to highlight places of historical significance in their community or preparing a multimedia presentation with about the pros and cons of building a mall, students are involved in real activities, with significance beyond the classroom or school.

Following the methodology suggested by the CEFR and the 2018 Companion Volume, textbook designers and teachers who teach *FL* at the high school level are invited to include tasks with a communicative or active-learning perspective in the execution of the learning units, in accordance with the type of competence developed and the proposed thematic module. We suggest the following sample assignments for different foreign languages at different grades, specific *FL* competences, competence units, thematic modules, etc.

EXAMPLES OF TASKS
Eleventh Grade:

Targeted competences: (pluri- /inter-)cultural 1.2; 1.3

Task: Read about football in the UK and answer the questions.

Football in the UK - *Do you like football?*

It's a good idea to learn some football language if you are coming to the UK.

Football is the UK's favorite sport. It's called the beautiful game and most people have a favorite football team. There are seventy-two teams in the Football League and twenty teams in the Premier League. Scotland has its own league.

What's the favorite sport in your country?

a)...

When did it all start?

Football has a long history. We know thatBritish people played it in 1170, when

Someone wrote about football match. In 1863, some football fans in England wrote down the rules. This was the beginning of the modern game. The English FA Cup is the oldest knockout competition in the world and started in 1871. Today, 600 teams enter.

The FA Cup Final is usually played at Wembley Stadium in London on the Saturday after the final Premier League game in May.

What's your favorite team?

b)...

Women's Football

Women's football is the fastest growing sport in the UK and TV stations now show international games. Thousands of fans go to watch Englad's women's team when they play at Wembley. They're more successful than men's team.

Is women's football popular in your country?

c)...

Footy

If someone says to you, "Do you fancy a game of footy?", get your trainers. Football is also called "footy" or "footie" for short. Americans call it "soccer".

What do your friends call football?

d)...
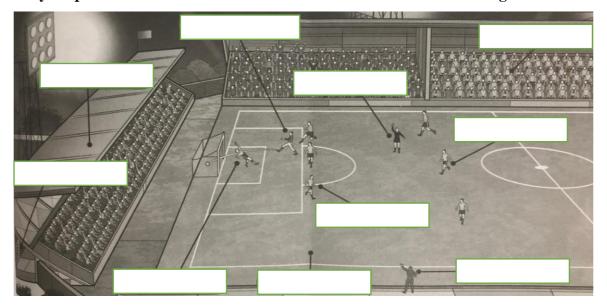
Keepy Uppy

Many young people like to play Keepy Uppy. You have to keep a football in the air for as long as you can, using your heard, knees or feet. Count the number of times you head or kick the ball. A good score is one hundred and will impress your British friends

Can you do Keepy Uppy?

e)...

2. True(T) or False(F)? Circle the answers.

a) Modern football started in England.   ***T/F***
b) There are 600 teams in the English Football League.   ***T/F***
c) The FA Cup Final is in August.   ***T/F***
d) You can't watch women's football on television.   ***T/F***
e) "Football", "footy" and "soccer" are the same thing.   ***T/F***
f) It is easy to score one hundred in Keepy Uppy   ***T/F***

3) Can you speak about football? Use this information to label the football ground.

- You go into the stadium through the **turnstile**. The stadium is also called a " ground".
- There are four **stands** where you can sit, one on each side of the pitch.
- The away **fans** usually have a separate section to stop fighting.
- Football is played on a **pitch**. The pitch is also called the "park" or "field".
- The **coach** or manager gives advices to the players from the touchline.
- The **goalkeeper** tries to stop the other team scoring a goal.
- The **striker** tries to kick or head the ball into the net.
- The **midfielders** try to control the central area of the pitch.
- The **defenders** try to stop the other team scoring and try not to score an own goal.
- There are four match officials. The **referee** has a whistle and red and yellow cards and never pleases anybody. He/She has two assistants, who look for offside. The fourth official controls the two managers, substitutions and added time.
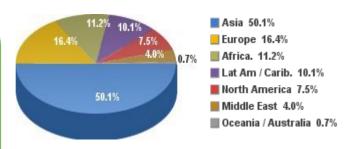
Twelfth Grade

Targeted competences: sociolinguistic, pragmatic, (pluri- /inter-)cultural

1.   **Work in pairs. Read the chart and discuss the questions below:**

a) Why does China boast more than 50% of internet users?
b) How will the internet evolve in the next 10 years?

Digital 2019 reports reveal that internet users are growing by an average of more than one million new users every day. A survey about computers and internet usage shows that 4.3 billion people currently use the Internet, which comes up to 57 % of the world population. The chartshows the internet users by

World Internet Users – 2019
Source: Internet World Stats

Asia 50.1%
Europe 16.4%
Africa. 11.2%
Lat Am / Carib. 10.1%
North America 7.5%
Middle East 4.0%
Oceania / Australia 0.7%

3. **Work together in small teams. Pick a task and use Google to search for information.**

a) Speak about the top internet users in Europe.
b) Find out 5 curious facts about the Internet.
c) Discuss about your favourite web tools. Decide as a team which ones to present to the class (2-3).
d) Present the most popular social media platforms.

3. **Whole class activity. Interview three of your classmates about the use of internet and fill in the following table. Then report the interview results to the class.**

Interview Questions:	S1	S2	S3
a. How much time do you spend on the internet daily?			
b. What do you usually search for on Google?			
c. What is your most favourite social media site? Why?			
d. What advice concerning internet usage would you give to a teenager?			

4. **Extension. Make an internet usage survey in your school. You can use the same questionnaire (task nr 3).**

a) Write an article for your school magazine to report the results (180-200 words).
b) Draw your own chart and present it to the class (2 min).

3.3. Strategies and tools for evaluating learning outcomes

Foreign Language assessment is part of the educational process which takes place both at specific, predetermined times and continuously, depending on context, and which contributes, cumulatively, to the end result. Along with grading homework and knowledge-check tests to reinforce learning, continuous assessment can take the form of questionnaires or grids (rubrics) completed by teachers and / or students, of assessment through a series of target tasks, of **institutional** assessment of class activities and / or the creation of a sample portfolio with specific pieces of work possibly at different points of their completion. The same system of evaluation criteria is used for SPED students, but its application is based on their individualized educational plan.

The strategies and tools recommended by the *Common European Framework of Reference for Languages* are for evaluating *Foreign language* discipline-specific learning outcomes:
• **Simulated conversations** for oral assessment.
• **Discussion** on general topics that the student is interested in.

• **A written report** in which the student provides a brief description of a subject under study using key vocabulary and appropriate grammatical structures.

• **Completing a task** which involves cooperation for specific purpose and reaching a consensus between two candidates. The students could work individually or in groups to complete a reading worksheet based on a nonliterary / literary passage or text, to create a concept map based on several resources which have been studied or could develop an interview based on a predetermined set of questions.

Both self-assessment and assessment by a teacher can be based on a checklist or a grid:

Checklist	is recommended for continuous assessment or summative assessment and may consist of a list of descriptors for the given level (B1 + at the high school level). The descriptor might give and request personal information: "I can introduce myself; I can tell where I live; I can give my address in English; I can say how old I am, etc." and "I can ask someone his / her name; I can ask him / her where he / she lives; I can ask her / him how old she / he is, etc."

Grille	is recommended for continuous or summative evaluation. The teacher will mark the categories to be assessed on a grid, for example: *conversation, exchange of information, questioning, use of target vocabulary, grammatical correctness, pronunciation, fluency* and will evaluate them appropriately, for example from "1" to "5" or "1" to "10".

Recommended types of assessment in *Foreign Language*:

Formative evaluation	• is an ongoing process that allows the collection of information on the strengths and weaknesses; • operates at a very detailed level of recently taught linguistic items; • the teacher can use it to organize the teaching-learning-assessment process and pass it on to students; • is often used broadly to include information which is impossible to quantify, provided by questionnaires and conversations.

Summative evaluation	• monitors the results obtained at the end of the course and assigns them a grade; • is of a normative nature and, according to a scoring system, justifies the grades; • aims to improve the learning process.

Direct evaluation	• evaluates what the student can do. For example, during a small-group activity in the form of a discussion, the teacher observes, compares the results with the criteria on a grid and evaluates students; • is limited to oral and written production and the comprehension of oral production in interaction, because it is impossible to directly observe reception activities, as only their effects can be seen; • The richness and mastery of the language can be assessed either directly according to predetermined criteria, or as indirectly by interpreting and generalizing the answers to examination questions. Conversation is a classic

	direct test; a fill-in-the-gap test is a classic indirect test.
Indirect evaluation	• involves a test, usually written, which often assesses the student's potential skills ; • reading, for example, is assessed indirectly by asking students to demonstrate their comprehension by checking off the correct answer, finishing sentences or answering questions.
Scale-based Evaluation	• consists of assessing the level of a given student's knowledge using a multi-level scale:
Evaluation on the basis of a checklist	• consists of assessing a student according to a prepared list of points relevant to a given level or module; • the scale of the descriptors can be presented in the form of a questionnaire or may take the form of a pie chart or any other form; • the answers can be Yes / No, but the more complicated ones are not limited to circling or selecting a number (0/1), a word (Yes / No) a square, but rather are presented as a diagram; • the answer can be more differentiated, with a series of options, placing them a scale (for example, from 0 to 4), preferably assigning a title to each level or giving a definition that specifies the interpretation of these titles.
Task-based Evaluation	• aims to evaluate a series of differentiated tasks (most often they are presented in the form of role-plays between students or with the participation of the teacher), usually graded holistically on a scale from 0 to 3 or from 1 to 5.
Oral evaluation	• aims at assessing the qualitative aspects of communication; • includes various categories relevant to the evaluation of oral speech, such as: accuracy, cooperation strategies, requesting explanations, fluency, breadth of vocabulary volume, grammatical accuracy, coherence, vocabulary mastery thematic development, and mastery of the phonological system.
Self- assessment	• is a student's assessment of his own skills

EXAMPLES OF ASSESSMENT INSTRUMENTS

Eleventh Grade

Can You Survive in the UK? *You are coming to the UK. It is going to be so much fun! Are you ready for the culture shock? Take our test to find out.*

1. **You are coming to the UK in August. Which of these will you probably need?**

a) an umbrella   b) sun cream   c) a thick jumper

2. **You are travelling on the tube. Where are you?**

a) on the road   b) on the river   c) under the ground

3. **You are about to cross a busy road. Which way will you look for traffic first?**

a) left   b) right

4) **You are holding a Cornish pasty. What will you do with it?**

a) throw it   b) read it   c) eat it

5) You are eating bacon, eggs and a sausage. Which meal are you probably eating?

a) breakfast   b) lunch   c) dinner

6) You are spending a week in a secondary school. You arrive on your first day. What arethe pupils probably wearing

a) a uniform   b) their own clothes

7) You walk into someone in the street by accident. What did you say?

a) Hello!   b) What?   c) Sorry!

8) What are Oxford and Cambridge famous for?

a) music bands   b) universities   c) football teams

9) You want to buy a pint of beer in a pub. How old must you be?

a) sixteen   b) seventeen   c) eighteen

10) You need emergency help from the police. What number do you call?

a) 333   b) 666   c) 999

4. NEW ELEMENTS: DIGITAL PRODUCTS AND MEDIATION
DIGITAL OUTCOMES AND MEDIATION

4.1. Integration of digital products into the process teaching-learning-assessment

The integration of digital products into this Curriculum has been occasioned by the changes at the European and national level that address the importance of developing the digital competences of students and teachers skills: *Competence system for general education (2018), the Common European Framework of Reference for Languages (2018), Digital competence standards for teachers in general education (2015)* and *Digital Competence Standards for Primary, Secondary and High School Students (2015).*

Digital competences represent integrated systems of knowledge, skills, habits, attitudes and values, which are formed and developed through learning, and possessed by an individual and which can be mobilized to solve various problems that arise in the process of collecting, storing, and processing information, as well as disseminating information through information and communications technology.

Teachers in the digital age are encouraged to both use the existing digital resources and to create their own digital resources which would dynamically integrate their own texts, data, and multimedia objects with those taken from external locations. *Foreign Language* teachers will encourage students to present learning products in digital format, will involve students in assessing and editing digital resources produced by classmates and will develop tasks in which students will create their own digital resources.

A digital product can be considered any work created by the student and / or teacher through modern information technologies, such as a document in Word or Power Point format, an audio recording in mp3 format, a video in mp4 format recorded with a mobile phone, a blog page, a wiki page, or a digital portfolio created with Google Sites. In *Foreign Language* classes, students could create: concept maps in Word format, video presentations, reading logs in audio format, digital questionnaires or surveys, online interactive posters, etc.

	The evaluation of a digital product will follow the same criteria as the evaluation of a traditional product. A digital paper created by the student can be graded on the basis of an assessment grid(rubrics) according to the specific competences targeted: linguistic, sociolinguistic, pragmatic and (pluri- / inter-) cultural competence and the corresponding competence units. The teacher will carry out the evaluation of the categories relevant to oral production and / or written communication, such as: *mastery of the phonological system, mastery of vocabulary, breadth of vocabulary, grammatical accuracy, fluency, coherence, or thematic development.*
Attention!	

EXAMPLE OF EVALUATION OF A DIGITAL PRODUCT

Students worked in teams and created a class website using the Google Sites tool. Each student created a separate page about an aspect of school life which they had selected and described in the appropriate foreign language. The pages created by the students included text (2-3 short paragraphs), and their own images and photos created with a mobile phone during school activities. In order to evaluate the students' work, the teacher developed a grid in which he included the targeted competences:

Evaluation criteria	Competence indicators		
	1	2	3
Thematic development *(to what extent the information placed on the pages reflects the requirements of the task and the content studied in class)*	The text reflects only partially the topic.	The text reflects the topic under study to an acceptable extent.	The text reflects the topic under study very well.
Content coherence *(how clearly and logically the student expresses himself)*	The text contains significant errors.	The text is constructed logically and coherently with some small deviations	The text is logically and coherently constructed.
Target vocabulary used *(the extent to which the student used the target vocabulary which had been studied in the respective unit)*	The student only used part of the target vocabulary.	The student used a large part of the target vocabulary.	The student used the target vocabulary.
Grammatical and orthographic accuracy *(the degree of grammatical and spelling correctness of the written text)*	More than 5 errors were made	2-3 errors were made.	The text is correct.
Total:			

In order to develop their (pluri- / inter-) cultural competence, students worked in teams and created a video about an imaginary visit to the Louvre Museum in Paris. The students compiled a series of photos reflecting the works of art in the French museum and they were recorded one by one with the help of mobile phones, as they described each image in French. All the recordings were compiled into a short 2-minute video. In order to evaluate the students' work, the teacher developed a grid in which he included the targeted competences:

The evaluation criteria	Competence indicators		
	1	2	3
Thematic development *(the extent to which the information reported in the oral discourse reflects the requirements of the task and the content studied in class)*	Oral speech only partially reflects the topic.	Oral discourse reflects the topic under study to an acceptable extent.	Oral discourse reflects the topic under study very well.
Fluency and coherence *(the degree of fluency and coherence of the oral speech in the video)*	Oral discourse contains significant errors.	Oral discourse is constructed logically and coherently with some small deviations	Oral discourse is logically and coherently constructed.
Target vocabulary used *(the extent to which the student used the target vocabulary which had been studied in the respective unit)*	The student only used part of the target vocabulary.	The student used a large part of the target vocabulary.	The student used the target vocabulary.
Grammatical accuracy *(the degree of grammatical correctness of the oral discourse)*	More than 5 errors were made.	2-3 errors were made.	Oral speech is correct.
Total:			

4.2. Mediation activities

Mediation-related activities are found in the context of linguistic communication tasks aimed at developing the student's communication skills in carrying out activities which involve reception, production, interaction, and mediation (especially translation and interpretation activities), with each of these modes of activity likely to be undertaken either orally or in writing, or in both forms. Mobilizing both reception and production, mediation activities in their written and / or oral form require the production of an accessible (re) formulation of the text for a third person, from a source to which the third party does not have direct access, through translation or interpretation, a written summary or a report. Communicative mediation activities which (re) process an existing text occupy a considerable place in the normal linguistic functioning of our societies.

Among oral mediation activities we find, for example, simultaneous interpretation (in meetings, conferences, etc.), informal interpretation for friends, family, or foreign visitors, for foreign visitors in their own country, for native speakers abroad, in both business and everyday situations, of some

placards, menus, small posters, etc. Written mediation activities include the exact translation (of contracts, texts of law, scientific texts, etc.), literary translation (novels, theater, poetry, librettos, etc.), summaries of essential points in L2 or between L1 and L2 (newspaper and magazine articles, etc.),, and reformulations (specialized texts for non-specialists, etc.).

Mediation strategies reflect methods of managing limited resources in order to process information and find an equivalent meaning. The procedure might involve planning and organization to and make the most of available resources: the development of prior knowledge, the location of media, the preparation of a glossary; but also might examine how to approach the task to be performed (taking into account the needs of the interlocutors; selection of the length of the unit to be interpreted).

In order to include elements of mediation in the teaching-learning-assessment process, textbooks authors and foreign language teachers will create at least four different types of situations in which the student:
• receives a text and produces a related text to be received by another person who does not have access to the first text;
• acts as an intermediary in a face-to-face interaction between two interlocutors who do not understand each other because they do not speak the same language;
• interprets a cultural phenomenon in relation to another culture;
• participates in a conversation or discussion involving several languages, exploring his plurilingual and pluricultural repertoire.

Examples of mediation-based activities:
• retelling the key information from a text, orally or in written form;
• explaining the information presented in diagrams, graphs, and tables, orally or in writing;
• oral or written retelling of a written text;
• taking notes during lectures, seminars, or meetings;
• personal presentation on creative and literary texts;
• reflection on messages from creative, literary, and non-literary texts;
  • facilitating collaboration within a group to reach consensus;
  • facilitating the interaction between the members of a group;
  • establishing a positive atmosphere of collaboration and mutual understanding;
  • facilitation in non-formal situations with friends and colleagues;
  • explaining a new concept;
  • adapting one's linguistic repertoire to new situations;
  • interaction in the online environment;
  • multilingual and intercultural interaction.

Example: when a student receives a student of the same age from another country as a guest, he is put in a situation where it is necessary to paraphrase the statements issued by his parents, if the parents do not speak the guest's foreign language. Similarly, the student will explain to his parents what the foreign student has said: he will orally communicate the guest's requests or comments, usually in a simpler form, paraphrasing and summarizing. In this case we are not dealing with a translation exercise, as the level of understanding of the two languages: the student's mother tongue, and the foreign language spoken by the guest, is unequal.

Example of a task that includes mediation activities

You are a member of the Moldovan Youth Radio team. The topic of the show today is music for teenagers in English. Select 2 of the most popular songs in English and prepare a short summary of the lyrics (maximum 100 words), accompanied by brief information about the singer (maximum 100 words).
You only have 2 minutes to present the information to Moldovan Youth Radio's listeners.

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