

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

**NATIONAL CURRICULUM**

# **FOREIGN LANGUAGE**

**Grades V-IX**

- **Curriculum**
- **Implementation guide**

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This translated version of the National Curriculum for Foreign Languages represents only the English Teaching Curriculum component that has been developed through a partnership between the Ministry of Education and Research of the Republic of Moldova and Peace Corps Moldova within their Memorandum of Understanding signed in 2016.

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## 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 Curriculum (hereinafter FL) for Secondary Education is an integral part of the National Curriculum and a component of the Language and Communication curricular area and represents a regulatory document and prescriptive instrument for implementation in the educational process in middle school (Gymnasium) grades. This curriculum is the fourth generation of this type of document and the second generation of competency- based curriculum. The goal of the secondary curriculum is to define and enforce the national and the European educational policy related to the process of planning, teaching, learning and evaluating of the FL subject at the level of Gymnasium 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 the curriculum, approved in 2010;
- 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 students' linguistic competences;
- Correlation of the educational content of the FL curriculum with the curriculum content of the relevant subjects at the Gymnasium 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 made at the European and national levels, which have dictated a systematic revision of the Curriculum, are justified by the provisions of several national and international regulatory documents of educational policy: Sector Strategy "Education 2020"(2014), Education Code, 2014, The National Curriculum Reference Framework, 2017, THE 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 of these documents promote a systematic 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 the development / reconceptualization carried out within the current curriculum are based on elements of the revision of the Reference Framework for the National Curriculum (NCRF): clear delineation of the graduate's profile, clarification of the concept of competence, redefinition and articulation of specific skills from a pragmatic and functional perspective, reorganization of certain areas, the appearance of the concept of *Competence Units* which replaced *sub-competences*; all of these are explained in more detail in the Foreign Language Curriculum Implementation Guide I (hereinafter Guide).

All these factors have led to the conceptual orientation of the FL I curriculum for the Gymnasium level toward developing in pupils of those initial competences of reception, production, interaction and mediation specific to the A2 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 educational requirements of secondary pupils, adjusting educational content to the current needs of pupils (as dictated by necessity, utility, or appeal).

The functions of the FL I curriculum stem from the NCRF provisions and highlight innovation and design, regulation and criteria, orientation and alignment with current national and international trends in the educational system, such as a regulatory function which is associated with the teleological component, and a strategic function which relates to the content and procedural components.

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

# I. CONCEPTUAL HIGHLIGHTS

The FL curriculum is an integral part of the National Curriculum, a system of concepts, processes, products and goals that ensures the effectiveness and development of the subject at the Gymnasium level, giving priority to the alignment of psychocentric and socio-centric approaches, prioritizing educational goals and the integration of teaching, learning, and assessment.

This curriculum was based on the latest provisions of the CEFR Companion Volume published in 2018, not only at the level of competency units and content units, but also at the level of recommended school activities and Learning products. The learning process focuses on the communicative aspect and a practical approach to language in order to broaden communicative competences in the foreign language and cultivate an appropriate attitude as part of the development of the teenager's personality. Activities and thematic proposals related to the new compulsory subjects have been included in this Framework, such as: Personal Development, Social Education and Digital Education. Their role is to develop not only the linguistic, sociolinguistic, pragmatic and (pluri-/ inter-) cultural competences, but also to promote learners' self-knowledge in their development as informed, active and honest citizens who can communicate openly and freely, demonstrating responsibility in making career decisions and personal development throughout lives.

The curriculum which has been developed reflects, as at the e primary level, the shift of focus from teaching to learning; it also highlights the importance of outcomes over rewards, emphasizes the importance of a formative, developmental education over an informative-reproductive one. Learning content has been reworked / revised and transformed into functional realities which promote autonomy, creativity, ingenuity and the interests of students, and which correlate with the intellectual, psychological and age-related characteristics of the students.

Along with the components of the National Curriculum, Framework Plan and CEFR (2018) Companion Volume, this curriculum also offers to equip teachers and textbook authors with the necessary resources to develop all four specific competences in line with the 21st century requirements of the teaching, learning and assessment process. Linguistic, sociolinguistic, pragmatic and (inter- / pluri-) cultural competences will be developed using thematic approaches that will contribute to the development of the students' personality such that they will display 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 new conceptual vision for the Gymnasium level is determined by the definition of school competence promoted by the Education Code and the National Curriculum Framework, namely: "school competence is an integrated system of knowledge, skills, attitudes and values, acquired,

trained and developed through learning, mobilization of which allows the identification and solution of various problems in diverse contexts and settings ". The fundamental component of the LS Curriculum is the system of outcomes based on the system of competences as follows:

**A. Key / transversal competences**, an important curricular category with a high degree of generalization, which concerns society's expectations in regard to the course of studies and the most general performance objectives which students should achieve by the end of their schooling. These reflect the tendencies in both national education policies, reflected in the Education Code (2014), and international policies, stipulated in the Recommendations of the European Commission (2018). The key / transversal competences span different spheres of social life, have a pluri-/ inter-/ transdisciplinary character, can be applied within the specific competences of a subject, competence units, content units, learning activities and recommended school products, and are formed and developed progressively and gradually throughout the different educational levels.

**B. Competences specific to the subject**, which are derived from the transdisciplinary competences and the key / transversal competences and represent integrated systems of knowledge, abilities, attitudes and values, which the secondary level *Foreign Language* subject area aims to develop through the end of the ninth grade.

**C. Competence Units**, are components of competences which facilitate the formation of Specific Competences and represent phases or pre-acquisitions in their construction. The competence units are structured and developed in the Foreign Language subject area for each of the 5th - 9th grades over the course of a Learning Unit / school year.

The curriculum for FL is centered on content units / modules as a means of achieving the appropriate outcomes. The content units comprise the informational means by which the achievement of the systems of competence units designed for the given Learning unit is brought about. Moreover, the goal is to achieve the competences specific to the subject, but also the transversal / transdisciplinary competences. Content units incorporate the suggestions for context, communicative tasks and language (speech) actions. Each Competence Unit includes the learning activities and recommended school products. Their classification is thoroughly explained in the Guide.

The Companion Volume of the CEFR, published in 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 Digital Competence Standards for teachers in general education and the Digital Competence Standards for primary, middle school and high school students. In order to highlight this innovation, the new Gymnasium curriculum includes indicators which refer to the student's ability to understand information published in different digital sources, such as websites, infographics, and digital advertisements, and to get effectively involved in online discussions and conversations. The list of Communicative/Speech Acts and the list of recommended school activities and products have also been diversified, and now include reading stories online, using interactive online tests, creating digital infographics, formulating short,

clear messages in a chat or on a forum, creating an online blog or portfolio in a foreign language, recording an audio (podcast) or video message in a foreign language, and so on.

In 2019, the curriculum for the Gymnasium level was enriched with the separate lists of suggestions for context and communicative tasks, divided into grades and ordered progressively. These were divided into six main groups: The pupil's own views of himself, family, school, the environment, the cultural environment, and the social and informational environment. The order in which these thematic suggestions will be considered, 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 tasks.

The Recommended learning activities and Learning products presents an open-ended list of significant contexts for the demonstration of the Competence Units designed for development and assessment within the framework of each corresponding unit of learning. The teacher has the freedom and responsibility not only to make full use of this personalized list at the level of planning and conducting lessons, but also to add to it depending on the specifics of the grade, the available resources, and so on. The focus in Gymnasium education on the development of competences cannot nullify the concept of *objective*, on the contrary, it implies its development at the level of short-term didactic design and correlation with the components of the learning unit targeted by the given lesson.

The FL curriculum is based on the constructivist approach, active and interactive learning, transdisciplinarity, broadening students' experiences and creating appropriate learning environments.

This document includes in its structure the following products: Curriculum as a school program; the textbook; instructional guide; tests for assessment; and other curricular material.



## II. Subject management

Subject Status	Curricular area	Grade	No. of hours per week	No. of hours per year
Compulsory	Language and Communication	V	2	68
		VI	2	68
		VII	2	68
		VIII	2	68
		IX	2	66

## III. SUBJECT-SPECIFIC COMPETENCES

- Linguistic competence:** Application of the linguistic norms in the formation of simple, , correct messages, valuing the language as a system.
- Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.
- Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.
- (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

### 1.3. Recommended allocation of hours per the content unit

Grade	The units of content	No. of hours
<b>V</b>	Personal environment	8
	Family	7
	School	12
	Natural environment	10
	Cultural environment	12
	Social and informational environment	14
	Hours at the teacher's discretion	5
<b>VI</b>	Personal environment	8
	Family	7
	School	12
	Natural environment	10
	Cultural environment	12
	Social and informational environment	14
	Hours at the teacher's discretion	5
<b>VII</b>	Personal environment	8
	Family	7
	School	12
	Natural environment	10
	Cultural environment	12
	Social and informational environment	14
	Hours at the teacher's discretion	5
<b>VIII</b>	Personal environment	8
	Family	7
	School	12
	Natural environment	10
	Cultural environment	12
	Social and informational environment	14
	Hours at the teacher's discretion	5
<b>IX</b>	Personal environment	8
	Family	7
	School	12
	Natural environment	10
	Cultural environment	12
	Social and informational environment	14
	Hours at the teacher's discretion	3

The recommended details and allocation of themes/ content units by grade level and hour per subject, based on the curriculum contents, is established by the Methodological Benchmarks for the organization of the educational process within the subject, as approved by Ministry decree.

# IV. LEARNING UNITS

## Specific competences

**SC 1. Linguistic competence:** Application of the linguistic norms in the formation of simple, short, correct messages, valuing the language as a system.

**SC 2. Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.

**SC 3. Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

**SC 4. (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

## Thematic contexts

1. Personal environment
2. Family
3. School
4. Natural environment
5. Cultural environment
6. Social and informational environment

## Fifth Grade

Competence Units	Content Units (Strands)	Recommended activities and learning products
<b>Reception of oral / audiovisual messages</b>	<b>Use of Language</b>	<b>Activities and learning products</b>
<p><b>Phonological component</b></p> <p><b>1.1.</b> Discrimination of words and phrases that contain sounds and intonation patterns specific to the foreign language, when these are uttered slowly and clearly.</p> <p><b>Lexical and semantic component</b></p> <p><b>1.2.</b> Identification of the meaning of commonly-used words in short, clear, simple contexts.</p> <p><b>Grammatical component</b></p> <p><b>1.3.</b> Ability to distinguish simple grammatical forms and syntactic structures specific to the foreign language in familiar contexts.</p>	<ul style="list-style-type: none"> <li>• To imitate sounds and phonetic groups</li> <li>• To locate objects in space</li> <li>• To follow orders and directions</li> </ul> <p><b>Elements of construction of communication*</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises for recognizing phonetic elements (sounds, intonation patterns, etc.) by listening to /watching audiovisual materials.</li> <li>• Phonetic exercises to improve listening ability through watching cartoons / simple and short audiovisual sequences.</li> <li>• Following instructions and directions.</li> <li>• Exercises to hear and repeat intonation.</li> <li>• Exercises to eliminate the odd word</li> <li>• Kinesthetic games.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple rhymes or lyrics.</li> <li>• Simple, short/online messages.</li> <li>• Short, simple dialogues.</li> <li>• Worksheets.</li> <li>• Simple Concept maps.</li> </ul>

Production of the oral messages/mediation	Use of Language	Activities and Learning products
<p><b>Phonological component</b></p> <p><b>1.4.</b> Observance of pronunciation, rhythm and intonation specific to the foreign language within simple words, expressions and statements from the everyday environment.</p> <p><b>Semantic and lexical component</b></p> <p><b>1.5.</b> The correct usage of simple, short words and expressions, specific to the foreign language, in the context of everyday communication.</p> <p><b>Grammatical component</b></p> <p><b>1.6.</b> Observance of common grammatical norms in simple isolated sentences.</p>	<ul style="list-style-type: none"> <li>• To request information</li> <li>• To provide information</li> <li>• To give the orders and directions</li> <li>• To state</li> <li>• To deny</li> <li>• To locate the objects in space</li> <li>• To ask</li> </ul> <p><b>Elements of communicative construction *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Phonetic exercises involving exact reproduction of the intonation and pronunciation patterns under study, as pronounced by the teacher or audio/video recordings of native speakers.</li> <li>• Reciting poems.</li> <li>• Singing songs individually and in groups.</li> <li>• Presentation of a brief monologue according to the predetermined model.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• The recitations of the poems.</li> <li>• Simple dialogues.</li> <li>• Simple answers appropriate to a situation.</li> <li>• Drama / role-playing games.</li> <li>• Simple digital products.</li> <li>• Simple, short presentations in traditional and digital format.</li> </ul>

Reception of written / audiovisual messages	Use of Language	Activities and Learning products
<p><b>Spelling component</b></p> <p>1.7. Recognition through reading, of diacritical and punctuation marks specific to the foreign language in words, utterances, and printed and/or handwritten texts.</p> <p><b>Lexical and semantic component</b></p> <p>1.8. Ability to distinguish through reading of the message of the simple sentences which describe people / objects and familiar settings.</p> <p><b>Grammatical component</b></p> <p>1.9. Identification of grammatical structures specific to the foreign language in simple, clear messages.</p>	<ul style="list-style-type: none"> <li>• To provide information</li> <li>• To locate objects in space</li> <li>• To state</li> <li>• To deny</li> <li>• To confirm</li> <li>• To describe</li> </ul> <p><b>Elements of communicative construction *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reading the text aloud.</li> <li>• Associating the statement / message with images / videos.</li> <li>• Associating the words with their explanations / definitions.</li> <li>• Correctly reordering the words in sentences.</li> <li>• Continuation of sentences according to the pattern.</li> <li>• Solving crosswords.</li> <li>• Checking the correct option after listening a message.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Short texts / audiovisual / online messages.</li> <li>• Crossword/ puzzles.</li> <li>• Simple infographics / comic strips.</li> <li>• Simple posters and collages in traditional and digital format.</li> <li>• Individual and/or group projects on everyday topics.</li> </ul>

Production of the oral messages/mediation	Use of Language	Activities and Learning products
<p><b>The orthographic component</b></p> <p><b>1.10.</b> Application of the orthographic rules specific to the foreign language in the context of words and familiar expressions.</p> <p><b>Lexical and semantic component</b></p> <p><b>Grammatical component</b></p> <p><b>1.11.</b> The correct use of syntactic structures and simple grammatical forms in some sentences and short texts on everyday topics.</p>	<ul style="list-style-type: none"> <li>• To describe / characterize</li> <li>• To provide information</li> <li>• To express possession</li> <li>• To state</li> <li>• To deny</li> <li>• To locate objects in space</li> <li>• To ask</li> <li>• To answer questions</li> <li>• To explain</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Integration of the lexico-grammatical elements under study into sentences / descriptions / messages / tables / questionnaires in traditional and online format.</li> <li>• Delimitation of the sentences in a text through use of the correct punctuation marks.</li> <li>• Transformation of the statements according models.</li> <li>• Formulating questions and answers.</li> <li>• Writing words / expressions / statements from dictation.</li> <li>• Solving crosswords.</li> <li>• Reordering letters / syllables in words.</li> </ul> <p><b>Concrete Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Crossword puzzles.</li> <li>• Simple sentences / short texts / electronic messages.</li> <li>• Worksheets.</li> <li>• Simple posters and collages in traditional and / or digital format.</li> <li>• Simple illustrated lexical portfolios.</li> <li>• Individual and group projects.</li> </ul>

Reception of oral/ written / audiovisual messages	Use of Language	Activities and Learning products
<p><b>2.1.</b> Identification of the basic formulas of address and politeness in simple, short messages with reference to daily activities.</p> <p><b>2.2.</b> Recognition of the directions, recommendations and simple, oral and written instructions, in simple social contexts.</p> <p><b>2.3.</b> Ability to distinguish of the meaning of some key words and phrases from short authentic texts in everyday settings.</p>	<ul style="list-style-type: none"> <li>• To express (moods, emotions, attitudes)</li> <li>• To ask</li> <li>• To apologize</li> <li>• To express thanks and respond to thanks</li> <li>• To offer / request (objects, things)</li> <li>• To locate (people, objects)</li> <li>• To approve / deny</li> <li>• To request and provide information</li> <li>• To greet</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Execution of short, simple instructions and directions, given slowly and clearly.</li> <li>• Reading of short online posts.</li> <li>• Exercises for selecting key information from simple texts.</li> <li>• Development of a message based on an image.</li> <li>• Completing gapped text/ comic strips with the help of words / phrases / drawings.</li> <li>• Choosing the correct answer based on the text read or with audiovisual support.</li> <li>• Deleting the odd word.</li> <li>• Classification of objects / properties / phenomena.</li> <li>• Completing Concept maps.</li> <li>• Correctly reordering the statements in a text.</li> <li>• Associating short, simple words / sentences / texts with the images.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple rhymes.</li> <li>• Word clouds / word squares.</li> <li>• Comic strips.</li> <li>• Concept maps.</li> <li>• Daily schedules.</li> <li>• Simple patterns.</li> <li>• Simple, short informative texts.</li> </ul>



Production of oral / written /online messages/mediation	Use of Language	Activities and Learning products
<p>2.4. Integration of everyday formulas of politeness and formal/informal address in simple social contexts.</p> <p>2.5. Use of simple communicative and nonverbal language patterns in everyday social contexts.</p>	<ul style="list-style-type: none"> <li>• To inform / request information</li> <li>• To ask / apologize</li> <li>• To interrogate</li> <li>• To urge</li> <li>• To request / offer (objects)</li> <li>• To express regrets</li> <li>• To provide information about oneself (name, age, locality, nationality, favorite activities)</li> <li>• To request information about a person (name, age, locality, nationality, hobby)</li> <li>• To express tastes / preferences / gratitude</li> <li>• To congratulate</li> <li>• To invite</li> <li>• To approve / deny</li> <li>• To indicate</li> <li>• To express possession / belonging</li> <li>• To allow / forbid</li> </ul> <p><b>Elements of construction of communication construction *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reading aloud of a simple text.</li> <li>• Formulating simple questions / answers based on the text.</li> <li>• Role-playing simple dialogues.</li> <li>• Oral presentation of a short, simple text.</li> <li>• Brief presentation in oral, written and / or online form of a known topic.</li> <li>• Brief description of an image.</li> <li>• Writing a comment on simple, short online posts and comments using standard expressions.</li> <li>• Oral formulation of some directions, moods, and attitudes, possibly accompanied by non-verbal language.</li> <li>• Transformation of simple texts (poems, songs, dialogues, messages) based on images, words, or expressions, following a model.</li> <li>• Writing / creating simple statements.</li> <li>• Completing a simple form with personal information.</li> <li>• Completing a school schedule, an agenda.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets.</li> <li>• Questionnaires / forms / tables.</li> <li>• Postcards • Short, simple quizzes.</li> <li>• Agendas / schedules. • Messages posted online.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Short messages (labels, announcements, posters).</li> <li>• Puppet shows. • Simple digital products.</li> </ul>

The Overall Spoken Interaction Mediation	Use of Language	Activities and Learning products
<p><b>2.6.</b> Adaptation of basic formulas of address, politeness and exclamation according to the communicative situation.</p> <p><b>2.7.</b> Expression of physical states, preferences, emotions and attitudes during the interaction between co-conversationalists.</p> <p><b>2.8.</b> The usage of nonverbal language to interact in simple social contexts displaying openness and respect.</p>	<ul style="list-style-type: none"> <li>• To provide instructions</li> <li>• To express tastes, preferences, moods, emotions and attitudes</li> <li>• To propose</li> <li>• To urge</li> <li>• To give impetus to the conversation</li> <li>• To suggest</li> <li>• To initiate and close a conversation</li> <li>• To request an explanation</li> <li>• To express agreement / disagreement</li> <li>• To request and provide directions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Giving and following simple and short instructions.</li> <li>• Role-playing simple dialogues with the help of standard expressions and statements.</li> <li>• Role playing.</li> <li>• Development of posters / collages / comic strips.</li> <li>• Brief formulation of one's own opinion.</li> <li>• Transformation of the dialogues with support (images, words, expressions), following a predetermined pattern.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets.</li> <li>• Written messages (electronic messages, greeting cards, books, postcards).</li> <li>• Concept maps.</li> <li>• Simple dialogues.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Online posts.</li> <li>• Postcards.</li> </ul>

Reception of oral/ written / online messages	Use of Language	Activities and Learning products
<p><b>3.1.</b> Identification, through listening / reading / watching, of the overall meaning of oral and written messages, expressed simply and clearly, with reference to familiar situations and topics.</p> <p><b>3.2.</b> Detailed comprehension of oral and written messages, which are formulated simply and clearly, and make reference to common situations and topics of everyday life.</p>	<ul style="list-style-type: none"> <li>• To locate</li> <li>• To remark on</li> <li>• To put in order</li> <li>• To introduce something or someone</li> <li>• To name</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Arranging of the elements of a dialogue / a letter / an e-mail in a logical order.</li> <li>• Exercises for recognizing formulas for greeting and polite expressions in oral / written / online messages.</li> <li>• Sorting / grouping images based on the information from a short, clear text.</li> <li>• Exercises for associating some words / sentences with pictures.</li> <li>• Guided viewing of adapted sequences from TV shows / movies.</li> <li>• Selecting relevant information from a text that is listened to/ read / watched.</li> <li>• Exercises for completing grid patterns / reading sheets / gapped texts.</li> <li>• Exercises requiring chronological ordering of the data.</li> <li>• Quizzes / review exercises.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Infographics.</li> <li>• Concept maps.</li> <li>• Quizzes Posters / collages / posters / leaflets in the traditional and digital format.</li> <li>• Lap book / scrapbook / illustrated album projects.</li> </ul>

Production of oral / written /online messages/mediation	Use of Language	Activities and Learning products
<p><b>3.3.</b> Application of the linguistic structures to produce oral and written messages related to personal information of everyday life.</p> <p><b>3.4.</b> Application of simple linguistic structures to describe objects, people, places.</p>	<ul style="list-style-type: none"> <li>• To introduce oneself</li> <li>• To express preferences</li> <li>• To locate</li> <li>• To describe an object / person</li> <li>• To interrogate</li> <li>• To deny</li> <li>• To describe a house</li> <li>• To indicate the direction</li> <li>• To express the cause</li> <li>• To accept / reject an invitation</li> <li>• To request / ask for a product</li> </ul> <p><b>Elements of communicative construction *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Creating short, simple dialogues / announcements / invitations.</li> <li>• Formulation of a statement / postcard based on the previously-read text / images, following the given model.</li> <li>• Developing texts on everyday topics based on the answers to simple questions.</li> <li>• Description of daily activities / people based on images.</li> <li>• Correction of false answers based on the text.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple descriptions / texts based on verbal support (questions, words of support, a plan).</li> <li>• Interviews.</li> <li>• Worksheets / outlines / tables / postcards in traditional and digital format.</li> <li>• Simple photographic essays.</li> <li>• Individual and group projects.</li> <li>• Presentations in traditional and digital format.</li> </ul>

Oral /Written /Online Interaction	Use of Language	Activities and Learning products
<p><b>3.5.</b> Application of elementary language structures in short conversations with reference to immediate personal needs.</p> <p><b>3.6.</b> Participation in a limited exchange of everyday written / online information provided that a translation tool is used.</p>	<ul style="list-style-type: none"> <li>• To create simple dialogues</li> <li>• To express personal preferences</li> <li>• To request and provide information</li> <li>• To accept / refuse</li> <li>• To attract attention</li> <li>• To express thanks / apologize</li> <li>• To express agreement / disagreement</li> <li>• To signal a lack of understanding</li> <li>• To request and provide directions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Conducting simple individual and group conversations about people and objects in the immediate environment / activities of personal interest.</li> <li>• Playing board games in pairs / groups.</li> <li>• Finishing / continuing a simple dialogue based on a list of questions / images.</li> <li>• Formulation of the answers / replies to simple / electronic messages based on a list of words / phrases / questions.</li> <li>• Formulation of answers according to preferences (acceptance / refusal) with the support of given lexical structures.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online conversations.</li> <li>• Role-playing games.</li> <li>• SMS messages/ E-mails.</li> <li>• Posters and collages in traditional and digital format</li> </ul>

Oral / written / online mediation	Use of Language	Activities and Learning products
<p><b>3.7.</b> Identification of the key words / phrases from short, simple texts referring to everyday topics.</p> <p><b>3.8.</b> Oral narration, in simple sentences, of the main information from a text referring to familiar topics, using non-verbal language and pauses to search for words.</p> <p><b>3.9.</b> Oral translation of key information from written texts referring to familiar people, objects, events and places.</p>	<ul style="list-style-type: none"> <li>• To announce</li> <li>• To give explanations</li> <li>• To present something /to introduce someone</li> <li>• To give simple, short directions and instructions</li> <li>• To inform or become informed about people / objects / daily activities</li> <li>• To express feelings and emotions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Selection of the relevant information from simple texts.</li> <li>• Formulation of simple sentences based on keywords in a text.</li> <li>• Simple Story –telling based on pictures, word lists, grids.</li> <li>• Simple transmission of the relevant information in announcements / leaflets, with pauses, from language A to language B.</li> <li>• Reformulation of some messages based on a given model.</li> <li>• Description of daily activities / people based on images</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple descriptions with verbal support (Questions, words of support).</li> <li>• Simple texts, created according to a pre-established plan.</li> <li>• Simple photographic essays.</li> <li>• Postcards.</li> <li>• Oral translations.</li> <li>• Individual/pair/group projects</li> </ul>

Reception of oral/written/online messages	Use of Language	Activities and Learning products
<p><b>4.1.</b> Recognition of one's own cultural references in order to form cultural, linguistic and identity awareness.</p> <p><b>4.2.</b> Understanding of the overall meaning of short, simple excerpts from literary/non-literary texts from the cultural heritage of the allophone country, on familiar topics.</p> <p><b>4.3.</b> Identification of traditions and customs specific to the allophone country.</p>	<ul style="list-style-type: none"> <li>• To locate</li> <li>• To request / provide information</li> <li>• To retell</li> <li>• To obtain information about objects, people, places, time, or space</li> <li>• To introduce people, objects, places</li> <li>• To briefly describe cultural activities</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Filling in gapped text with short answers / images / words.</li> <li>• Sequencing / grouping images based on the information from a short, simple text.</li> <li>• Selecting the odd word.</li> <li>• Listening to songs / poems, watching stories / stories / cartoons and associating images / captions with characters, activities, places, and behaviors.</li> <li>• Associating words with drawings / explanations.</li> <li>• Completing vocabulary crosswords.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Gapped texts.</li> <li>• Simple messages / electronic messages.</li> <li>• School agendas / schedules.</li> <li>• Word lists.</li> <li>• Text reading.</li> <li>• Crosswords / Word games</li> </ul>

Production of oral / written /online messages/mediation	Use of Language	Activities and Learning products
<p><b>4.4.</b> Reproduction of excerpts from literary / non-literary texts, and songs, from the allophone cultural heritage, on familiar topics.</p> <p><b>4.5.</b> Brief description of the main character from the literary / non-literary text under study, using simple language.</p> <p><b>4.6.</b> Use of linguistic resources in order to describe cultural traditions and customs of the allophone country.</p> <p><b>4.7.</b> Comparison of the cultural objects and symbols specific to the allophone country with those of the country of origin.</p>	<ul style="list-style-type: none"> <li>• To briefly describe people, objects, and familiar places</li> <li>• To briefly describe everyday occupations and activities</li> <li>• To give an answer</li> <li>• To express moods, feelings, emotions, perceptions</li> <li>• To express tastes and preferences</li> <li>• To briefly retell</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Role-playing sequences from literary / non-literary works being studied (stories, short stories, and comic strips).</li> <li>• Song performances (individual / group / karaoke).</li> <li>• Reciting poems, following a model.</li> <li>• Making traditional holiday posters / leaflets based on images / video support.</li> <li>• Guided completion of a list of words with linguistic / cultural similarities according to guidelines.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online dialogues.</li> <li>• reading worksheets.</li> <li>• Simple descriptions / narratives.</li> <li>• Simple messages / posters / announcements / online.</li> <li>• Simple posters / collages / tables.</li> <li>• Individual / group mini-projects.</li> </ul>



Oral / Written / Online Interaction	Use of Language	Activities and Learning products
<p><b>4.8.</b> Observation of the customary norms of verbal and nonverbal behavior specific to the culture of the allophone country, in situations from everyday life.</p>	<ul style="list-style-type: none"> <li>• To initiate and close a conversation</li> <li>• To greet / respond to a greeting</li> <li>• To introduce oneself</li> <li>• To congratulate</li> <li>• To provide / request simple information</li> <li>• To accept / refuse</li> <li>• To express curiosity</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Completing a simple / digital postcard, addressed to an allophone friend, with lexical support.</li> <li>• Filling in simple forms with personal information.</li> <li>• Role-playing simple dialogues.</li> <li>• Role-playing short, simple dialogues on cultural topics, following a model.</li> <li>• Formulation of simple answers to simple messages / electronic messages, based on a list of words / expressions / questions / images / photo collages.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple dialogues.</li> <li>• Dramatization.</li> <li>• Postcards / posters / simple forms / worksheets.</li> <li>• Simple posters.</li> <li>• Simple projects.</li> <li>• Flash-interviews / simple interviews.</li> </ul>

Oral / Written / Online mediation	Use of Language	Activities and Learning products
<p><b>4.9.</b> Formation of individual and group relationships in the culture of origin, expressing attention and respect for the co-conversationalist.</p>	<ul style="list-style-type: none"> <li>• To express understanding / lack of understanding of the message</li> <li>• To accept / reject a proposal</li> <li>• To express agreement / disagreement</li> <li>• To repeat</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Participation in simple dialogues.</li> <li>• Completing responses to messages/emails to accept/refuse suggestions/invitations</li> <li>• Choosing politeness / greeting formulas appropriate to the co-conversationalist / recipient, in dialogues / messages / electronic messages / simple postcards.</li> <li>• Selecting answers according to intentions / preferences (acceptance / refusal), following a model.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games.</li> <li>• Simple dialogues.</li> <li>• Messages / electronic messages.</li> <li>• SMS.</li> </ul>

## By the end of the Fifth Grade, the pupil will be able to:

- make use of memorized expressions, statements, and simple, short texts, incorporating intonation patterns specific to the foreign language, in simple, common contexts;
- use correctly memorized simple grammatical forms, specific to the foreign language, in common contexts;
- write legibly and carefully following spelling rules;
- identify and reproduce the elementary formulas of address, greeting and politeness, as well as short, simple instructions, both oral and written, in everyday communicative situations;
- express simple ideas, opinions, physical states, tastes and preferences;
- understand the overall meaning of excerpts from short, simple literary / non-literary texts, from the cultural heritage of the allophone country, on familiar topics;
- observe the customary norms of verbal and nonverbal behavior specific to the culture of the allophone country, in situations from everyday life,  
*displaying specific overall attitudes:*
- appreciating the language as a system;
- demonstrating the functionality of the language within a social contact;
- coherence and precision in communication;
- openness to and motivation for intercultural dialogue.

### Specific components

**CS 1. Linguistic competence:** Application of the linguistic norms in the formation of simple, short, correct messages, valuing the language as a system.

**CS 2. Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.

**CS 3. Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

**CS 4. (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

### Thematic contexts

1. Personal environment
2. Family
3. School
4. Natural environment
5. Cultural environment
6. Social and informational environment

## Sixth Grade

Competence Units	The content units(strands)	Recommended activities and Learning products
<b>Reception of oral / audiovisual messages</b>	<b>Use of Language</b>	<b>Activities and Learning products</b>
<p><b>Phonological component</b></p> <p><b>1.1.</b> Discrimination of sounds, intonation patterns and phonetic features specific to the foreign language</p> <p><b>Semantic and lexical component</b></p> <p><b>1.2.</b> Identification, by listening, of the meaning of words, common expressions and statements specific to the foreign language, spoken in isolation or in simple, short, clear contexts.</p> <p><b>Grammatical component</b></p> <p><b>1.3.</b> Recognition of grammatical structures specific to the foreign language in familiar contexts.</p>	<ul style="list-style-type: none"> <li>• To notice</li> <li>• To locate objects in space/time</li> <li>• To ascertain</li> <li>• To give orders and directions</li> <li>• To imitate</li> <li>• To accept</li> <li>• To refuse</li> <li>• To compare</li> </ul> <p><b>Elements of construction of communication*</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Recognition of the phonetic elements (sounds, intonation patterns, etc.) while listening to / watching audiovisual materials.</li> <li>• Auditory training through phonetic exercises, and through watching cartoons, and simple, short audiovisual sequences.</li> <li>• Exercises of listening to the words, expressions, and statements under study.</li> <li>• Recognition of words and phrases that belong to certain lexical groups.</li> <li>• Associating words / sentences with pictures.</li> <li>• Crossing out the odd word.</li> <li>• Following instructions and directions.</li> <li>• Imitation of actions.</li> <li>• Identification of the type of sentence depending on the intonation.</li> <li>• Distinguishing the studied grammatical elements based on the context.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Rhymes and lyrics.</li> <li>• Quizzes.</li> <li>• Simple, short messages / online messages.</li> <li>• Short, simple dialogues in audio and video format.</li> <li>• Simple posters and collages in traditional and digital format.</li> <li>• Infographics and simple concept maps.</li> </ul>

Production of written /online messages/mediation	Use of Language	Activities and Learning products
<p><b>Phonological component</b></p> <p><b>1.4.</b> Observance of the intonation patterns and phenomena specific to the foreign language in everyday communicative contexts.</p> <p><b>Semantic and lexical component</b></p> <p><b>1.5.</b> Deduction of the meaning of unknown words from common contexts.</p> <p><b>The grammatical component</b></p> <p><b>1.6.</b> The use of syntactic structures and memorized grammatical forms in simple, correct messages.</p>	<ul style="list-style-type: none"> <li>• To express possession</li> <li>• To request information</li> <li>• To express the quantity</li> <li>• To express emotions and feelings</li> <li>• To order</li> <li>• To name</li> <li>• To locate in space / time</li> <li>• To ask</li> <li>• To answer</li> <li>• To approve</li> <li>• To deny</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exact reproduction of the intonation and pronunciation patterns under study, as pronounced by the teacher or audio/video recordings.</li> <li>• Expressive recitation of poems.</li> <li>• Singing songs, individually and in groups.</li> <li>• Translation of simple words, expressions, and sentences.</li> <li>• Incorporation of the words / expressions / grammatical elements being studied into simple, short sentences.</li> <li>• Word formation using suffixes and prefixes.</li> <li>• Replacing words with synonyms and antonyms.</li> <li>• Transforming affirmative sentences into negative ones and Vice versa.</li> <li>• Formulating questions / answers.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple thematic dialogues.</li> <li>• Texts / short messages / online messages.</li> <li>• Dramatizations / role plays.</li> <li>• Descriptions.</li> <li>• Simple infographics / posters / collages in traditional and / or digital format.</li> </ul>

Reception of written/ audiovisual messages	Use of Language	Activities and Learning products
<p><b>Orthographic component</b></p> <p><b>1.7.</b> Recognition, through reading, of the orthographic norms specific to the foreign language.</p> <p><b>Lexical and semantic component</b></p> <p><b>1.8.</b> Understanding an elementary repertoire of isolated words and expressions concerning everyday situations.</p> <p><b>Grammatical component</b></p> <p><b>1.9.</b> Examination of simple syntactic structures and grammatical forms, specific to the foreign language, belonging to a memorized repertoire.</p>	<ul style="list-style-type: none"> <li>• To name</li> <li>• To identify</li> <li>• To characterize / describe</li> <li>• To explain</li> <li>• To state</li> <li>• To disprove</li> <li>• To confirm</li> <li>• To deny</li> <li>• To inform</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reading an authentic short written message (printed, typed, handwritten).</li> <li>• Correctly reordering the words in sentences.</li> <li>• Specifying the meaning of the words by selecting synonyms / antonyms.</li> <li>• Associating a message with images / videos.</li> <li>• Selection of expressions and statements based on audiovisual support.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Reading aloud.</li> <li>• Worksheets.</li> <li>• Simple tables / diagrams / concept maps.</li> <li>• Audiovisual / online messages.</li> <li>• Posters and collages in traditional and / or digital format.</li> <li>• Simple linguistic lexical portfolios.</li> <li>• Individual and group projects.</li> </ul>

Production of written /online messages	Use of Language	Activities and Learning products
<p><b>Orthographic component</b></p> <p><b>1.10.</b> Correct transcription of short expressions and common words.</p> <p><b>Grammatical component</b></p> <p><b>1.11.</b> Application of the syntactic and grammatical structures specific to the foreign language in writing simple, clear messages.</p>	<ul style="list-style-type: none"> <li>• To ascertain</li> <li>• To count</li> <li>• To describe / characterize</li> <li>• To request information</li> <li>• To provide information</li> <li>• To state</li> <li>• To deny</li> <li>• To ask</li> <li>• To answer</li> <li>• To express quantity</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Filling in the gaps.</li> <li>• Correction of intentional errors in a message.</li> <li>• Solving crosswords.</li> <li>• Writing simple sentences in accordance with a given model.</li> <li>• Composing questions and answers.</li> <li>• Completing tables with lexical / grammatical elements.</li> <li>• Substitution of some grammatical forms for others.</li> <li>• Completing a short text with the appropriate punctuation marks.</li> <li>• Ordering letters / syllables in words.</li> <li>• Word order in sentences.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Crosswords / puzzles.</li> <li>• Questions and answers.</li> <li>• Messages / dialogues / telephone / online calls.</li> <li>• Individual / group projects.</li> <li>• Posters and collages in traditional and / or digital format.</li> </ul>

Reception of oral /written/ audiovisual messages	Use of Language	Activities and Learning products
<p><b>2.1.</b> Observance of the norms of verbal and nonverbal behavior in oral and written interactions.</p> <p><b>2.2.</b> Distinguishing the meaning of simple phrases and expressions used to describe people.</p>	<ul style="list-style-type: none"> <li>• To locate (people, objects)</li> <li>• To express (moods, emotions, attitudes)</li> <li>• To confirm / deny</li> <li>• To compare (people, objects)</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises for identifying key information in texts which have been heard or read.</li> <li>• Reading short online posts.</li> <li>• Completing gapped text / comic strips.</li> <li>• Choosing the correct answer based on reading a text or on an audiovisual aid.</li> <li>• Crossing out the odd word.</li> <li>• Classification of objects / properties / phenomena.</li> <li>• Completing concept maps.</li> <li>• Arranging the words / sentences from short, simple texts in order.</li> <li>• Changing the title of a text.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple rhymes.</li> <li>• Worksheets.</li> <li>• Comic strips.</li> <li>• Concept maps.</li> <li>• Business cards.</li> <li>• Simple forms.</li> <li>• Word boxes.</li> </ul>



Production of oral / written / online messages Mediation	Use of Language	Activities and Learning products
<p>2.3. The use of linguistic indicators of social relationships in the use of language on everyday topics.</p> <p>2.4. Production of short, simple, functional texts.</p>	<ul style="list-style-type: none"> <li>• To ask / apologize</li> <li>• To urge</li> <li>• To ask / offer (objects)</li> <li>• To address politely</li> <li>• To express (sensations, physical states, emotions)</li> <li>• To express regrets</li> <li>• To provide information about oneself (name, age, locality, nationality, favorite activities)</li> <li>• To express tastes / preferences / gratitude / attitudes</li> <li>• To congratulate</li> <li>• To invite</li> <li>• To approve / deny</li> <li>• To express possession / belonging</li> <li>• To allow / forbid</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Role-playing simple dialogues.</li> <li>• Reading aloud simple, familiar texts.</li> <li>• Brief description of an image.</li> <li>• Writing comments on posts, and simple, short online comments using standard expressions.</li> <li>• Role-playing games.</li> <li>• Writing simple sentences.</li> <li>• Completing a simple form / simple worksheet with personal information.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Postcards.</li> <li>• Informative forms / worksheets.</li> <li>• Schedules / timetables.</li> <li>• Messages posted online.</li> <li>• Comic strips.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Simple, short dialogues.</li> <li>• Short messages (labels, announcements, posters).</li> <li>• Simple recipes.</li> <li>• Simple digital products.</li> <li>• Quizzes.</li> </ul>

Oral / Written / Online Interaction	Use of Language	Activities and Learning products
<p><b>2.5.</b> Participation in spoken social interactions relevant to the student.</p> <p><b>2.6.</b> Expression of an opinion about personal preferences.</p> <p><b>2.7.</b> Application of common expressions to simple communicative situations in everyday contexts.</p>	<ul style="list-style-type: none"> <li>• To express tastes and preferences</li> <li>• To give instructions</li> <li>• To express moods, emotions, and attitudes</li> <li>• To urge</li> <li>• To give impetus to the conversation</li> <li>• To initiate and close a conversation</li> <li>• To request an explanation</li> <li>• To express agreement / disagreement</li> <li>• To request and provide directions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Brief presentation of one's own opinion.</li> <li>• Role-playing simple dialogues using of standard expressions and standardized statements.</li> <li>• Role playing.</li> <li>• Developing posters, collages, and comic strips.</li> <li>• Transformation of dialogues, following a given model, with language support (images, words, expressions).</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Business cards.</li> <li>• Written messages (electronic messages, greeting cards, postcards).</li> <li>• Concept maps.</li> <li>• Simple dialogues.</li> <li>• Questions.</li> <li>• Quizzes, posters / collages / infographics in traditional and digital format.</li> <li>• Simple digital magazine pages.</li> </ul>

Reception of oral /written/ online	Use of Language	Activities and Learning products
<p><b>3.1.</b> Identification, through listening / reading / watching, of specific information from oral and written messages, presented simply and clearly, regarding situations and topics from everyday life.</p> <p><b>3.2.</b> Detailed understanding of oral and written messages referring to familiar situations and topics, presented plainly and clearly.</p>	<ul style="list-style-type: none"> <li>• To notice information (from simple written sources: letters, brochures, newspaper articles, etc.)</li> <li>• To locate (information from different authentic audio / video sources referring to places, events, and personalities of allophone countries)</li> <li>• To understand simple instructions</li> <li>• To deduce (from a context the meaning of the unknown words)</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Watching adapted video materials (stories, cartoons).</li> <li>• Listening to materials in MP3 format (songs, poems, dialogues, stories).</li> <li>• Reading texts and poems.</li> <li>• Making use of interactive language games.</li> <li>• Completing worksheets / thematic posters.</li> <li>• Exercises involving identification of specific information based on a text which has been read.</li> <li>• Sorting / grouping images based on information from a short, clear text.</li> <li>• Exercises for associating words / sentences with pictures.</li> <li>• Making use of games employing spatial orientation on the map/ outline, or in the classroom.</li> <li>• Development of posters / collages / digital books using web tools.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets.</li> <li>• Thematic projects.</li> <li>• Portrait / poster galleries.</li> <li>• Questions.</li> <li>• Recipes.</li> <li>• Presentations in traditional and digital format.</li> </ul>

Reception of oral /written/ online	Use of Language	Activities and Learning products
<p><b>3.3.</b> Organization of language structures in order to produce simple oral and written messages about aspects of the everyday life.</p> <p><b>3.4.</b> Presentation of linguistic structures needed to describe objects, people, and places in accessible language.</p> <p><b>3.5.</b> Application of the relevant linguistic structures to produce short publications referring to familiar objects, events, and places.</p>	<ul style="list-style-type: none"> <li>• To express opinion / feelings</li> <li>• To place</li> <li>• To advise</li> <li>• To invite</li> <li>• To propose</li> <li>• To accept / refuse</li> <li>• To express thanks</li> <li>• To localize</li> <li>• To compare</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Ordering excerpts from a story / narrative text.</li> <li>• Description of the geographical location of a place / country.</li> <li>• Creation of a text following to given model.</li> <li>• Grouping school activities in simple and well- structured statements</li> <li>• Description, in simple sentences, of eating habits / sports / houses / daily schedules.</li> <li>• Reading a simple time-table.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Conversations on familiar topics.</li> <li>• Simple telephone calls.</li> <li>• Photographic essays.</li> <li>• Outlines / tables.</li> <li>• Congratulations.</li> <li>• Concept maps / infographics.</li> </ul>

Oral / Written / Online Interaction	Use of Language	Activities and Learning products
<p><b>3.6.</b> Application of elementary linguistic structures in conversations referring to familiar topics of personal interest.</p> <p><b>3.7.</b> Participation in an exchange of information and simple comments of personal interest, in writing / online, provided that a translation tool is used.</p>	<ul style="list-style-type: none"> <li>• To create simple dialogues</li> <li>• To express personal preferences</li> <li>• To request and provide information</li> <li>• To accept / refuse</li> <li>• To express thanks / apologize</li> <li>• To express agreement / disagreement</li> <li>• To attract attention</li> <li>• To signal lack of understanding</li> <li>• To ask for a word or phrase to be repeated</li> <li>• To request confirmation</li> <li>• To ask if one has been understood</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Conducting simple conversations (at the restaurant, shopping).</li> <li>• Making board games in pairs / in groups.</li> <li>• Reformulating / Completing dialogues with the help of a list of words / images.</li> <li>• Simulation of a face-to-face / telephone conversation about personal items / activities of personal interest.</li> <li>• Formulating answers / replies to simple / electronic messages based on a list of words / expressions / questions.</li> <li>• Writing short comments online, accompanied by emoticons / images in order to express positive / negative emotions.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple dialogues / short online comments.</li> <li>• Role-playing games.</li> <li>• Posters and collages in the traditional and digital format.</li> <li>• SMS / e-mails.</li> </ul>

Oral / Written / Online mediation	Use of Language	Activities and Learning products
<p><b>3.8.</b> Adaptation of communicative functions to simple circumstances through limited lexical substitutions with reference to situations from everyday life.</p> <p><b>3.9.</b> Retelling, in simple sentences, of key messages from texts, images or tables.</p> <p><b>3.10.</b> Oral translation, with pauses and reformulations, of relevant information referring to everyday topics.</p>	<ul style="list-style-type: none"> <li>• To invite and respond to an invitation</li> <li>• To apologize</li> <li>• To accept or refuse</li> <li>• To express intentions and desires</li> <li>• To request and provide common personal information</li> <li>• To congratulate</li> <li>• To express thanks</li> <li>• To explain and justify</li> <li>• To evaluate and assess</li> <li>• To express agreement or disagreement</li> <li>• To give orders / directions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reporting key information from simple texts based on images, word lists, etc.</li> <li>• Formulating simple sentences based on keywords in a text.</li> <li>• Simple transmission, with pauses, of relevant information from announcements and leaflets from language A to language B.</li> <li>• Rephrasing of messages following a given model.</li> <li>• Description of daily activities / people based on images.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Announcements / leaflets / collages.</li> <li>• Simple descriptions with verbal support (pictures / questions / supporting words).</li> <li>• Simple texts, created according to a provided outline.</li> <li>• Individual / pair / group projects</li> <li>• Oral translations.</li> </ul>

Reception of oral /written/ online messages	Use of Language	Activities and Learning products
<p><b>4.1.</b> Detection of the main information on everyday topics in simple literary / non-literary texts from the cultural heritage of the allophone country.</p> <p><b>4.2.</b> Recognition of cultural elements specific to the allophone country.</p>	<ul style="list-style-type: none"> <li>• To request simple information</li> <li>• To locate in space</li> <li>• To request help</li> </ul> <ul style="list-style-type: none"> <li>• To provide information about time, place, manner, or quantity</li> <li>• To express satisfaction or wonder</li> <li>• To express an opinion</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Association of common symbols / pictograms / signs in public places (street, transport, leisure center) with their description.</li> <li>• Selection of information in order to describe a cartoon / story / song character.</li> <li>• Locating geographical landmarks on a map of the allophone country of the.</li> <li>• Watching video sequences about famous monuments / famous tourist places and filling in the answers with essential information.</li> <li>• Associating information from songs and literary / non-literary texts (stories, short stories, comic strips, poems) with the correct images.</li> <li>• Completing simple outlines / maps / digital maps based on instructions (oral / written).</li> <li>• Matching the title of a book with the author's name.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple messages / electronic messages.</li> <li>• Literature journals.</li> <li>• Concept maps.</li> <li>• Symbols, simple icons.</li> <li>• Reading worksheets.</li> </ul>

Production of oral/written / online messages	Use of Language	Activities and Learning products
<p><b>4.3.</b> Reproduction of sequences from literary / non-literary texts / musical tracks on topics from everyday life from the cultural heritage of the allophone country.</p> <p><b>4.4.</b> Explanation in simple terms of personal preferences, with reference to the literary / non-literary text being studied.</p> <p><b>4.5.</b> Use of language resources to relate some aspects of allophone culture.</p> <p><b>4.6.</b> Comparison of cultural customs specific to the allophone country with those of the country of origin.</p>	<ul style="list-style-type: none"> <li>• To briefly describe daily occupations and activities.</li> <li>• To explain simple information.</li> <li>• To offer / request (objects, services)</li> <li>• To compare</li> <li>• To briefly explain actions</li> <li>• To retell a simple story</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Memorizing and role-playing stories, tales, poems, skits, or songs, which are being studied.</li> <li>• Brief description of a favorite character from a story, cartoon, or comic.</li> <li>• Making posters and leaflets on cultural topics.</li> <li>• Completing a comparative table (preferences and tastes).</li> <li>• Discovering linguistic and cultural similarities and differences, based on texts.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online dialogues.</li> <li>• Reading simple texts.</li> <li>• Simple comic strips.</li> <li>• Photo collages.</li> <li>• Role-playing games / Board games.</li> <li>• Simple messages / electronic messages.</li> <li>• Simple descriptions.</li> </ul>



Oral / Written / Online Interaction	Use of Language	Activities and Learning products
<p><b>4.7.</b> Application of the cultural knowledge and behavioral norms specific to the target country, in everyday situations, to produce oral and written messages / texts.</p>	<ul style="list-style-type: none"> <li>• To apologize</li> <li>• To express thanks and respond to thanks</li> <li>• To greet / say goodbye</li> <li>• To request and provide simple information</li> <li>• To express joy and sadness</li> <li>• To initiate a telephone conversation</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Simple thematic conversations about literary heroes or fictional characters.</li> <li>• Participation in role-playing games, following a model.</li> <li>• Creation of a leaflet for a leisure center for teenagers, presenting various recreational activities.</li> <li>• Filling in postcards / posters / announcements (invitation to a trip / visit / celebration, etc.).</li> <li>• Discussion about the selection among common cultural activities.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online dialogues.</li> <li>• Forms, simple worksheets.</li> <li>• Photo posters / collages.</li> <li>• Simple projects.</li> <li>• Simple questionnaires / interviews</li> </ul>

Oral / written / online mediation	Use of Language	Activities and Learning products
<p><b>4.8.</b> Participating in conversations on everyday topics in familiar cultural situations.</p>	<ul style="list-style-type: none"> <li>• To accept / reject a suggestion / invitation</li> <li>• To briefly explain a message</li> <li>• To invite</li> <li>• To explain/to repeat</li> <li>• To express surprise</li> <li>• To locate</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises for applying politeness formulas appropriate to everyday situations.</li> <li>• Developing and role-playing dialogues.</li> <li>• Brief description of a real or imaginary trip, through worksheets / digital support / photo collages.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games.</li> <li>• Dialogues.</li> <li>• Conversations.</li> <li>• Programs of activities.</li> </ul>

**By the end of the Sixth Grade, the pupil will be able to:**

- use common expressions, statements, and simple, short texts, incorporating intonation patterns specific to the foreign language, in simple and coherent contexts;
- correctly use syntactic structures and simple grammatical forms in common situations;
- write legibly and neatly, following spelling and grammar rules;
- correctly read simple / online texts, applying metalinguistic norms to properly transmit a written message;
- identify and adopt some elements and norms of verbal and nonverbal behavior in oral and written interactions;
- deduce the overall meaning of simple oral and written / online messages, referring to personal information and personal objects;
- request and provide information about people, objects, places, and animals;
- express opinions, feelings, and emotions;
- identify some linguistic and cultural similarities and differences, specific to the allophone country and the country of origin;
- understand the global meaning of excerpts from short, simple literary / non-literary texts on familiar topics, from the cultural heritage of the allophone country;
- observe the customary norms of verbal and nonverbal behavior specific to the culture of the allophone country, in situations from everyday life;
- recognize some possible difficulties in interacting with members of other cultures;
- participate in short social interactions, using everyday forms of politeness

***displaying specific overall attitudes:***

- appreciating the language as a system;
- demonstrating the functionality of the language within a social contact;
- coherence and precision in communication;
- openness to and motivation for intercultural dialogue.

**Specific competences**

**SC 1. Linguistic competence:** Application of the linguistic norms in the formation of simple, short correct messages, valuing the language as a system.

**SC 2. Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.

**SC 3. Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

**SC 4. (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

**Thematic contexts**

**1. Personal environment**

**2. Family**

**3. School**

**4. Natural environment**

**5. Cultural environment**

**6. Social and informational environment**

## Seventh Grade

Competence Units	The content units(strands)	Recommended activities and Learning products
<b>Reception of oral / audiovisual messages</b>	<b>Use of Language</b>	<b>Activities and Learning products</b>
<p><b>1.1.</b> Discrimination sounds, intonation patterns and phonetic features specific to the foreign language in the verbal flow in common contexts.</p> <p>Lexical and semantic component</p> <p><b>1.2.</b> Distinguishing, by listening, the meaning of words and expressions in everyday situations.</p> <p>Grammatical component</p> <p><b>1.3.</b> Identifying simple grammatical structures, specific to the foreign language, in predictable contexts.</p>	<ul style="list-style-type: none"> <li>• To give information</li> <li>• To locate in space / time</li> <li>• To compare</li> <li>• To carry out orders and directions</li> <li>• To imitate</li> <li>• To recognize</li> <li>• To notice</li> <li>• To state</li> <li>• To deny</li> <li>• To confirm</li> <li>• To refute</li> </ul> <p><b>Elements of construction of communication</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Listening to a message and filling in the blanks.</li> <li>• Associating sounds with the appropriate graphemes.</li> <li>• Selecting the correct option based on a message.</li> <li>• Recognition in context of the words and expressions which belong to a certain lexical group.</li> <li>• Listening to the words, expressions, and statements being studied.</li> <li>• Carrying out instructions and directions.</li> <li>• Distinguishing the lexical / grammatical elements which are being studied from the context.</li> <li>• Sequencing the actions in a text.</li> <li>• Imitation of actions on hearing them.</li> <li>• Kinesthetic games.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online messages.</li> <li>• Rhymes and lyrics.</li> <li>• Comic strips.</li> <li>• Worksheets.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Individual and group projects</li> </ul>

Production of oral/online messages Mediation	Use of Language	Activities and Learning products
<p><b>Phonological component</b></p> <p><b>1.4.</b> Reading familiar statements and texts correctly employing pauses, stress, intonation, and units of meaning.</p> <p><b>1.5.</b> Application of intonation patterns, rhythm and phonetic stress, specific to the foreign language, in common communicative situations.</p> <p><b>Semantic and lexical component</b></p> <p><b>1.6.</b> Use of common words and expressions and the establishment of the corresponding inter lexical relationships in predictable situations.</p> <p><b>Grammatical component</b></p> <p><b>1.7.</b> Integration of simple grammatical structures in familiar contexts.</p>	<ul style="list-style-type: none"> <li>• To request information</li> <li>• To express feelings / emotions</li> <li>• To express possession</li> <li>• To give orders and instructions</li> <li>• To compare</li> <li>• To locate in space / time</li> <li>• To ascertain</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Oral reproduction of a text / dialogue employing the tempo, intonation, and expressiveness specific to the foreign language.</li> <li>• Reciting poems / fables.</li> <li>• Singing songs individually and in groups.</li> <li>• Selecting the appropriate answers for specific situations /images.</li> <li>• Reconstitution of sentences.</li> <li>• Formation of statements according to a model.</li> <li>• Employing new words / grammatical forms being studied in context.</li> <li>• Listening, singing, and imitating actions.</li> <li>• Phonetic exercises.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Word boxes.</li> <li>• Simple / online messages.</li> <li>• Simple dialogues.</li> <li>• Descriptions.</li> <li>• Stories / narratives based on images or comic strips.</li> <li>• Dramatizations / role plays.</li> <li>• Presentations in traditional and digital format.</li> </ul>

Reception of written/ audiovisual messages	Use of Language	Activities and Learning products
<p><b>Spelling component</b></p> <p><b>1.8.</b> Identifying the rules for writing common words and short expressions which are used regularly.</p> <p><b>Lexical and semantic component</b></p> <p><b>1.9.</b> Deduction of the meaning of unknown words and expressions from context.</p> <p><b>Grammatical component</b></p> <p><b>1.10.</b> Recognition of the syntactic structures and simple grammatical forms specific to the foreign language, in a familiar context.</p>	<ul style="list-style-type: none"> <li>• To explain</li> <li>• To identify</li> <li>• To classify</li> <li>• To compare</li> <li>• To confirm</li> <li>• To refute</li> <li>• To approve</li> <li>• To deny</li> <li>• To locate objects in space</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Selection of statements based on audiovisual aids (images, symbols, etc.).</li> <li>• Identifying affirmative and negative statements.</li> <li>• Associating a message with an image / video presentation.</li> <li>• Ordering words in sentences.</li> <li>• Completing a message with the correct grammatical structures</li> <li>• Selecting the correct lexical form.</li> <li>• Word association exercises.</li> <li>• Selecting the correct answer.</li> <li>• Underlining words that contain sounds and groups of sounds being studied.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Short texts / dialogues / simple / online messages.</li> <li>• Word Clouds.</li> <li>• Worksheets.</li> <li>• Comic strips.</li> <li>• Individual / group projects.</li> <li>• Posters and collages in traditional and / or digital format.</li> </ul>

Production written/online messages	Use of Language	Activities and Learning products
<p><b>Orthographic component</b></p> <p><b>1.11.</b> Application of simple orthographic and orthoepic norms in common contexts.</p> <p><b>Grammatical component</b></p> <p><b>1.12.</b> Correct usage of syntactic structures and simple grammatical forms in everyday contexts.</p>	<ul style="list-style-type: none"> <li>• To notice</li> <li>• To explain</li> <li>• To describe</li> <li>• To deduce</li> <li>• To state</li> <li>• To deny</li> <li>• To inform</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Formation of derived words by adding prefixes and suffixes.</li> <li>• Ordering words in sentences.</li> <li>• Transforming affirmative statements into negative statements and vice versa.</li> <li>• Completing an online letter / invitation / advertisement, with the missing words and phrases.</li> <li>• Completing online statements / descriptions with the grammatical structures being studied.</li> <li>• Spelling names.</li> <li>• Writing appropriate expressions / statements for images.</li> <li>• Identifying and correcting grammatical / lexical mistakes.</li> <li>• Solving crosswords.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Online and offline messages / dialogues.</li> <li>• Crosswords / puzzles.</li> <li>• Letters / advertising posters / invitations in traditional and online format.</li> <li>• Descriptions / captions.</li> <li>• Information boards.</li> <li>• Individual / group projects.</li> <li>• Posters and collages in traditional and / or digital format.</li> </ul>

Reception of the oral/ written/ audiovisual messages	Use of Language	Activities and Learning products
<p><b>2.1.</b> Perception of the global meaning of a message in order to deal with simple communicative situations.</p> <p><b>2.2.</b> Identification of key information presented in a linear manner in social contexts of direct interest to the student.</p> <p><b>2.3.</b> Determining the linguistic structures needed for spontaneous and authentic communication.</p>	<ul style="list-style-type: none"> <li>• To greet / respond to a greeting</li> <li>• To express interest / favors / sympathy</li> <li>• To provide and follow simple instructions</li> <li>• To request and provide information concerning certain facts</li> <li>• To hold, maintain, and close a short conversation</li> <li>• To approve / disapprove</li> <li>• To invite / refuse an invitation</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Listening to short authentic texts and filling in the gaps.</li> <li>• Selecting the correct answer based on the text which has been read or the message which has been listened to / watched.</li> <li>• Reduction / extension of sentences by eliminating / adding linguistic structures needed for spontaneous and authentic communication.</li> <li>• Associating the message (which has been read / heard / watched) with the appropriate image.</li> <li>• Paraphrasing the linguistic structures needed for spontaneous and authentic communication.</li> <li>• Classification of words and expressions according to the communicative setting.</li> <li>• Translation of linguistic structures needed for the spontaneous and authentic communication.</li> <li>• Exercises involving reordering of events according to the logic of a presentation.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets.</li> <li>• Forms / tables.</li> <li>• Lists of words and phrases.</li> <li>• Oral / written / electronic messages.</li> <li>• Simple communicative acts.</li> <li>• Simple, short informative statements.</li> <li>• Posters and collages in traditional and digital format.</li> </ul>



Production of oral/written/online messages; Mediation	Use of Language	Activities and Learning products
<p><b>2.4.</b> Use of linguistic structures specific to spontaneous and genuine communication of direct interest to the student.</p> <p><b>2.5.</b> Reproduction of oral / written / online messages appropriate for simple social contexts.</p> <p><b>2.6.</b> Adaptation of linguistic resources to the communicative situation.</p>	<ul style="list-style-type: none"> <li>• To ask and answer questions</li> <li>• To create short, simple dialogues using common expressions which correspond to the communicative situation</li> <li>• To describe common aspects of people, objects, housing, public places, events and activities</li> <li>• To relate events and personal experiences</li> <li>• To express opinions and preferences</li> <li>• To justify a response or assertion</li> <li>• To retell previously analyzed short texts</li> <li>• To compare people, objects, events, and activities</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Completing sentences and texts by choosing the appropriate expressions.</li> <li>• Filling in a simple form with personal information and data.</li> <li>• Role-playing short, simple dialogues, prepared in advance, adapting the linguistic tools to the communicative situation.</li> <li>• Presentation of short announcements / instructions, prepared in advance.</li> <li>• Description of common aspects of people, events and activities.</li> <li>• Oral report on events, personal experiences, prepared in advance.</li> <li>• Writing simple texts on paper or online following a model (story, dialogue, instructions, announcement, letter, leaflet, schedule, and menu).</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets / forms / tables.</li> <li>• Oral / written / electronic messages.</li> <li>• Drawings / posters and collages in traditional and digital format.</li> <li>• Instructions / announcements.</li> <li>• Letters.</li> <li>• Leaflets / schedules.</li> </ul>

Oral / written / online interaction Mediation	Use of Language	Activities and Learning products
<p><b>2.7.</b> Production of appropriate messages for simple communicative situations.</p> <p><b>2.8.</b> Resolving weaknesses in spontaneous verbal expression through the use of nonverbal and para verbal language.</p>	<ul style="list-style-type: none"> <li>• To formulate one's own opinions</li> <li>• To justify one's own tastes and preferences</li> <li>• To express moods, emotions, and attitudes</li> <li>• To request / give information appropriate to the communicative situation</li> <li>• To hold, maintain and close a conversation</li> <li>• To request an explanation</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Supplying the missing questions / remarks in a dialogue.</li> <li>• Sequencing the lines in a short dialogue.</li> <li>• Interaction through spontaneous questions and answers in structured situations and short conversations.</li> <li>• Audio / video recording of conversations, for later listening and analysis of same.</li> <li>• Reformulation / simplification of complex statements.</li> <li>• Transmission of factual information.</li> <li>• Role-playing of simple passages from stories, songs, and stories.</li> <li>• Developing posters, announcements, prospectuses, and schedules in traditional and / or digital format.</li> <li>• Writing simple e-mails to communicate an experience, report an event, or request information.</li> <li>• Planning activities for a family or school event.</li> <li>• Posting messages in the digital realm.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Short dialogues on topics that are relevant to the student.</li> <li>• Thematic conversations.</li> <li>• Descriptions of people, objects, places.</li> <li>• Role-playing games.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Simple digital products.</li> </ul>

Reception of oral/written/online messages	Use of Language	Activities and Learning products
<p><b>3.1.</b> Identifying detailed information from written messages, formulated simply and clearly, regarding situations of everyday life by listening / reading / watching.</p> <p><b>3.2.</b> Recognition of the key messages of warnings, instructions, and simple labels in the target language, placed on a product.</p>	<ul style="list-style-type: none"> <li>•To present</li> <li>•To express</li> <li>•To analyze</li> <li>• To notice</li> <li>• To locate objects in space</li> <li>• To understand simple instructions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Arranging the lines in a dialogue in logical order.</li> <li>• Identifying the correct / false answers.</li> <li>• Exercises for identifying information based on a text / image.</li> <li>• Exercises for associating words / sentences with pictures.</li> <li>• Analysis / completion of tables, concept maps, graphic organizers.</li> <li>• Development of posters based on an audio / video recording.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Posters / collages / posters in traditional and digital format.</li> <li>• Infographics / concept maps / tables.</li> <li>•Comic strips.</li> <li>• Literature journals.</li> </ul>

Production of oral/written/online Mediation	Use of Language	Activities and Learning products
<p><b>3.3.</b> Logical organization of linguistic structures in order to produce oral and written messages related to everyday activities.</p> <p><b>3.4.</b> Use of the words and phrases from different languages to carry out a simple transaction.</p>	<ul style="list-style-type: none"> <li>• To describe / characterize</li> <li>• To request information</li> <li>• To express a desire</li> <li>• To present</li> <li>• To write a recipe</li> <li>• To suggest / accept / refuse an invitation</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Presentation of a familiar topic from everyday life.</li> <li>• Engaging in dialogue with a person.</li> <li>• Exercises to simulate a conversation in a store / restaurant / hotel.</li> <li>• Comparison of housing in different countries.</li> <li>• Description of a cultural, artistic, or sports event in simple statements.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Dialogues.</li> <li>• Short, structured texts.</li> <li>• Messages / personal letters / announcements / invitations / postcards in traditional and / or electronic format.</li> <li>• Surveys.</li> <li>• Posters / collages / concept / infographic maps in traditional and digital format.</li> </ul>

<b>Oral/ written/ online Interaction</b>	<b>Use of Language</b>	<b>Activities and Learning products</b>
<p><b>3.5.</b> Use of linguistic structures in simple conversations referring to people, objects and known activities from everyday life.</p> <p><b>3.6.</b> Participation in a simple written/online social interaction referring to daily activities and events of personal interest, provided that a translation tool is used.</p>	<ul style="list-style-type: none"> <li>• To engage in simple dialogues</li> <li>• To express personal preferences</li> <li>• To request and provide information</li> <li>• To accept / refuse</li> <li>• To express thanks / apologize</li> <li>• To express agreement / disagreement</li> <li>• To pay attention</li> <li>• To signal lack of understanding</li> <li>• To ask if one has been understood</li> <li>• To request repetition of a word / sentence</li> <li>• To request confirmation</li> <li>• To request clarifications</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Conducting simple individual and group conversations.</li> <li>• Playing board games in pairs / groups.</li> <li>• Reformulation / completion of dialogues using a list of words / images.</li> <li>• Simulating a face-to-face / telephone conversation about common events / activities of personal interest.</li> <li>• Formulation of the responses / replies to simple / electronic messages using a list of words / phrases / questions.</li> <li>• Writing short online comments, accompanied by emoticons / images.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Structured dialogues.</li> <li>• Role-playing games.</li> <li>• Posters and collages in traditional and digital format / Posters.</li> <li>• Simple forms / questionnaires.</li> <li>• SMS / E-mails.</li> </ul>

Oral / written / online Mediation	Use of Language	Activities and Learning products
<p><b>3.7.</b> Paraphrasing key information from a text unknown to the co-conversationalist.</p> <p><b>3.8.</b> Summarizing the important points from simple texts referring to personal topics.</p> <p><b>3.9.</b> Oral translation, in accessible language, with pauses and reformulations, of the main information from the text.</p>	<ul style="list-style-type: none"> <li>• To invite and respond to an invitation</li> <li>• To apologize</li> <li>• To accept or refuse</li> <li>• To express intentions and desires</li> <li>• To request and provide common personal information</li> <li>• To initiate, maintain, or interrupt a conversation</li> <li>• To express one's opinion</li> <li>• To evaluate / assess</li> <li>• To express agreement or disagreement</li> <li>• To give orders / instructions</li> <li>• To formulate intentions / plans</li> <li>• To express a lack of understanding</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises for paraphrasing simple sentences or texts.</li> <li>• Exercises for selecting relevant information from simple texts.</li> <li>• Exercises for summarizing texts of medium length.</li> <li>• Simple stories based on pictures, word lists, or grids.</li> <li>• Simple transmission, with pauses, of relevant information in announcements and leaflets from language A to language B.</li> <li>• Reformulation of messages based on a model.</li> <li>• Translation exercises.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games.</li> <li>• Announcements / leaflets / collages in traditional and digital format.</li> <li>• Simple descriptions with verbal support (pictures / questions / words of support).</li> <li>• Simple texts, created according to a predetermined plan.</li> <li>• Simple photographic essays.</li> <li>• Individual/pair/group projects.</li> </ul>

Reception of written/ online/oral messages	Use of Language	Activities and Learning products
<p><b>4.1.</b> Recognition of detailed information on subjects of personal interest in simple literary/non-literary texts of the cultural heritage from the allophone country.</p> <p><b>4.2.</b> Determination of the significant cultural aspects of the allophone country.</p>	<ul style="list-style-type: none"> <li>• To identify places, objects, and people</li> <li>• To locate in space and time</li> <li>• To express satisfaction, dissatisfaction, wonder, indifference, gratitude, appreciation</li> <li>• To evaluate and assess</li> <li>• To confirm / deny</li> <li>• To indicate quantity</li> <li>• To express causes</li> <li>• To express an opinion</li> <li>• To make a choice</li> <li>• To encourage</li> <li>• To express interest</li> <li>• To express when and how often an action is performed</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Associating simple captions / descriptions with the names / pictures of allophone personalities.</li> <li>• Classification of means transport in the allophone /country of origin and completion of a table, based on text / digital support.</li> <li>• Reading literary / non-literary works (short stories, poems, legends, fables, photo novels) and completing graphic organizers.</li> <li>• Location of monuments, museums, leisure centers on a city map.</li> <li>• Selection of the relevant information from authentic documents (illustrated maps, leaflets, guides, etc.) in order to plan / carry out a visit (real or imaginary) to the allophone country.</li> <li>• Watching thematic videos and associating simple information. <ul style="list-style-type: none"> <li>• Making a poster with information about meals and traditional dishes in the allophone country.</li> </ul> </li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple letters.</li> <li>• Messages / electronic messages.</li> <li>• Photo / video collages.</li> <li>• Reading of images.</li> <li>• Worksheets.</li> <li>• Tables.</li> <li>• Comic strips.</li> <li>• Infographics</li> </ul>

Production of oral/written/online messages	Use of Language	Activities and Learning products
<p><b>4.3.</b> Acknowledgement in simple terms of some aspects of the literary/non-literary texts on personal interest subjects.</p> <p><b>4.4.</b> Organization of language resources in order to provide factual information on cultural aspects specific to the allophone country.</p> <p><b>4.5.</b> Comparison of the cultural events specific to the allophone country and the country of origin.</p>	<ul style="list-style-type: none"> <li>• To evaluate and acknowledge</li> <li>• To characterize (characters, personalities, monuments, etc.)</li> <li>• To write a menu</li> <li>• To express intentions and desires</li> <li>• To refuse / accept</li> <li>• To advise</li> <li>• To prohibit</li> <li>• To request an explanation</li> <li>• To express emotions, feelings, and attitudes</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Writing a simple poster in order to invite others to a traditional / school holiday, respecting the model.</li> <li>• Arranging of the lines of a literary / non-literary text in the right order (stories, poems, legends, and fables) and performing it.</li> <li>• Retelling the biography of an illustrious personality, with support.</li> <li>• Completion of a Venn diagram with information on the life style teenagers in the country of origin and the allophone country, based on literary / non-literary texts, and authentic documents (leaflets, advertising posters, announcements, etc.).</li> <li>• Developing a guide for the recreational activities in one's hometown.</li> <li>• Writing menus / recipes for traditional dishes and explaining them in simple terms.</li> <li>• Description in simple terms of some outstanding personalities of the allophone / origin culture (sports, music, etc.), with lexical / iconographic / digital support.</li> <li>• Making a chart about a literary / non-literary character.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple projects.</li> <li>• Outlines.</li> <li>• Simple / electronic messages.</li> <li>• Brief descriptions of events, actions, and daily activities.</li> <li>• Brief descriptions of people, objects, and familiar places.</li> <li>• Simple menus.</li> <li>• Leaflets in traditional and digital format.</li> </ul>



Oral / Written / Online Interaction	Use of Language	Activities and Learning products
<p><b>4.6.</b> Organization of cultural knowledge and behavioral norms in order to participate in simple social exchanges on everyday subjects.</p> <p><b>4.7.</b> Brief presentation of a personal experience of getting to know the target country, with lexical, iconic, and digital support.</p>	<ul style="list-style-type: none"> <li>• To request confirmation / refutation</li> <li>• To express acceptance / non-acceptance</li> <li>• To offer / request objects, things, and services</li> <li>• To express tastes and preferences</li> <li>• To express sympathy, hope, interest, and surprise</li> <li>• To encourage</li> <li>• To place an order (restaurant, cafe)</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Filling in a gapped dialogue and role-playing it.</li> <li>• Developing a simple thematic dialogue based on images / digital support, or a musical piece.</li> <li>• Conducting an imaginary / digital interview with a famous allophone personality, based on guidelines.</li> <li>• Developing a dialogue about travel, real or imaginary, in the allophone country, with description of various details.</li> <li>• Carrying out a class survey regarding <i>Favorite literary / non-literary characters</i>; explaining and displaying the results.</li> <li>• Completing a simple questionnaire with the essential information from the texts being studied</li> <li>• Writing a thank you message for a service which has been provided.</li> <li>• Drawing up, in groups, programs of vacation activities; presenting them in class, and voting for the most interesting program.</li> <li>• Carrying out a real or imaginary short, simple interview with a famous allophone personality (music, sports, etc.), with lexical / iconic / digital support.</li> <li>• Developing short, simple dialogues based on a city map / map key and performing them.</li> <li>• Presentation of the city, tourist attractions, famous people in a tourist guide / leaflet, as an educational project.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Online dialogues, conversations.</li> <li>• Simple questionnaires.</li> <li>• Tourist guides.</li> <li>• Flyers.</li> <li>• Projects</li> </ul>

		<ul style="list-style-type: none"> <li>• Photo posters / photo collages.</li> <li>• Simple interviews.</li> <li>• Simple opinion polls.</li> <li>• Recipes / menus.</li> </ul>
Oral / Written / Online Mediation	Use of Language	Activities and Learning products
<p><b>4.8.</b> Use of the language resources in order to set up simple intercultural contacts.</p>	<ul style="list-style-type: none"> <li>• To request and to provide information</li> <li>• To give and to request, directions / instructions</li> <li>• To initiate and close a conversation</li> <li>• To express satisfaction, respect, and interest</li> <li>• To encourage</li> <li>• To express thanks, to apologize</li> <li>• To propose collaboration</li> <li>• To express proposals, offers</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Discussion with an allophone colleague, referring to favorite cultural activities.</li> <li>• Holding simple telephone / online discussions / conversations on familiar topics.</li> <li>• Participating in dialogues in public spaces (shop, museum, library, etc.) with an allophone co-conversationalist, who did not understand the message expressed; offering cultural mediation through simple rewording.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Conversations and discussions / offline and online.</li> <li>• Group mini-projects.</li> <li>• Role-playing games.</li> </ul>

## By the end of the Seventh Grade, the pupil will be able to:

- use fixed expressions and short sentences, using the intonation patterns specific to the foreign language, in everyday situations;
- correctly use syntactic structures and grammatical forms specific to the foreign language, in short, coherent messages;
- write, words, word combinations, sentences and simple texts legibly and neatly, following spelling and grammar rules;
- correctly and fluently read simple / online texts applying the appropriate metalinguistic norms;
- model simple oral/written communicative situations in everyday contexts;
- evaluate in simple terms, some aspects of the literary / non-literary texts being studied, on topics of personal interest;
- briefly present a personal experience of getting to know of the target country, with lexical, iconic, and digital support;
- actively participate in dialogues which address the intercultural issues,

### *displaying specific overall attitudes:*

- appreciating the language as a system;
- demonstrating the effectiveness of the language within a social contact;
- coherence and precision in communication;
- openness and motivation for the intercultural dialogue.

### Specific competences

**SC1. Linguistic competence:** Application of the linguistic norms in the formation of simple, short correct messages, valuing the language as a system.

**SC2. Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.

**SC3. Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

**SC4. (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

### Thematic contexts

**1. Personal environment**

**2. Family**

**3. School**

**4. Natural environment**

**5. Cultural environment**

**6. Social and informational environment**

## Eighth Grade

Competence Units	Content units(strands)	Recommended activities and Learning products
<b>Reception of oral / audiovisual messages</b>	<b>Use of Language</b>	<b>Activities and Learning products</b>
<p><b>Phonological component</b></p> <p><b>1.1.</b> Discrimination, by listening, of sounds, intonation patterns and phonetic phenomena specific to the foreign language spoken clearly, in common contexts.</p> <p><b>Lexical and semantic component</b></p> <p><b>1.2.</b> Identifying the expressions and words in a conversation conveying immediate priority.</p> <p><b>The grammatical component</b></p> <p><b>1.3.</b> Identifying simple grammatical structures, specific to the foreign language, in familiar contexts.</p>	<ul style="list-style-type: none"> <li>• To locate in time and space</li> <li>• To compare information</li> <li>• To follow orders / directions</li> <li>• To imitate</li> <li>• To identify</li> <li>• To state</li> <li>• To deduce</li> <li>• To request</li> </ul> <p><b>Elements of construction of communication</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Identification of the grammatical structures being studied by watching short, simple audiovisual recordings.</li> <li>• Recognition of target vocabulary after listening to mp3 recordings (messages, informative texts /short dialogues).</li> <li>• Associating unknown words / phrases with the video clips which have been watched.</li> <li>• Listening to a message in order to identify the correct answers.</li> <li>• Matching questions with answers.</li> <li>• Listening to a dialogue and filling in gaps with the appropriate grammatical structures.</li> <li>• Crossing out the odd word.</li> <li>• Listening to and writing words.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Kinesthetic games.</li> <li>• Short / online messages.</li> <li>• Simple / online dialogues</li> <li>• Music bands.</li> <li>• Worksheets.</li> <li>• Posters and collages in the traditional and digital format.</li> </ul>

Production of the oral messages / mediation	Use of Language	Activities and Learning products
<p><b>Phonological component</b></p> <p><b>1.4.</b> The correct usage of pauses, stress, intonation and the units of meaning in the formulation of messages on daily subjects.</p> <p><b>Semantic and lexical component</b></p> <p><b>1.5.</b> Using the linguistic repertoire under study in common communicative situations.</p> <p><b>Grammatical component</b></p> <p><b>1.6.</b> Application of the syntactic and the grammatical norms under study in common contexts.</p>	<ul style="list-style-type: none"> <li>• To request explanations</li> <li>• To give information</li> <li>• To express agreement / disagreement /</li> <li>• To characterize</li> <li>• To express possession</li> <li>• To order</li> <li>• To compare information</li> <li>• To accept / refuse</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reading a short text aloud with correct usage of the appropriate tempo, intonation, and expression.</li> <li>• Reciting poems.</li> <li>• Presentation of dialogues / monologues.</li> <li>• Singing songs individually / in groups.</li> <li>• Retelling of the content of a familiar text which has been read / listened to.</li> <li>• Formulation of the offline / online messages following a model.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online messages.</li> <li>• Simple dialogues / monologues.</li> <li>• Telephone / online calls.</li> <li>• Simple descriptions.</li> <li>• Stories based on images.</li> <li>• Dramatizations/ role plays.</li> <li>• Presentations in traditional and digital format</li> </ul>

Reception of written/ online/oral messages	Use of Language	Activities and Learning products
<p><b>Spelling component</b></p> <p>1.7. Examination of the spelling rules used in written messages.</p> <p><b>Lexical and semantics component</b></p> <p>1.8. Understanding the meaning of unknown words and expressions in common contexts.</p> <p><b>Grammatical component</b></p> <p>1.9. Identifying simple grammatical structures specific to the foreign language in common contexts.</p>	<ul style="list-style-type: none"> <li>•To deduce</li> <li>•To suppose</li> <li>•To analyze</li> <li>• To notice</li> <li>•To compare</li> <li>• To provide information</li> <li>• To express agreement / disagreement</li> <li>• To confirm</li> <li>•To refute</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Selection of statements based on audiovisual aids.</li> <li>• Identification of logical connectors.</li> <li>• Identifying synonyms / antonyms / homonyms in context.</li> <li>• Distinguishing types of statements.</li> <li>• Associating messages with images / drawings.</li> <li>• Arranging words in the correct order in sentences.</li> <li>• Observing gestures and facial expressions in images and associating them with the correct phrase.</li> <li>• Solving crosswords.</li> <li>• Underlining known grammatical structures in the text being studied.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Adapted texts / dialogues / short stories.</li> <li>• Simple / online messages.</li> <li>• Crosswords / word-search puzzles.</li> <li>•Comic strips.</li> <li>• Infographics.</li> <li>• Individual / group projects.</li> <li>• Posters and collages in traditional and digital format.</li> </ul>

Production of written/online messages	Use of Language	Activities and Learning products
<p><b>Spelling component</b></p> <p><b>1.10.</b> Use of the orthographic norms specific to the foreign language in composing short messages.</p> <p><b>Grammatical component</b></p> <p><b>1.11.</b> The correct use of the grammatical norms specific to the foreign language in writing short, clear messages.</p>	<ul style="list-style-type: none"> <li>•To describe</li> <li>•To inform</li> <li>•To request the information</li> <li>•To state</li> <li>•To deduce</li> <li>•To communicate</li> <li>•To compare</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Completion of gapped texts with the appropriate lexico-grammatical structures.</li> <li>• Formulation of questions and answers in various situations.</li> <li>• Generation of captions for images, drawings, and photographs.</li> <li>• Completion of statements, short texts, dialogues, monologues based on the recordings which have been listened to / watched.</li> <li>• Inclusion of new vocabulary elements and grammatical structures in short statements and texts.</li> <li>• Reformulation of statements.</li> <li>• Correct spelling of word endings.</li> <li>• Filling in the gaps with the correct oral forms.</li> <li>• Transforming affirmative sentences into negative ones and vice versa.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online messages.</li> <li>• Simple texts / dialogues / monologues.</li> <li>• Infographics.</li> <li>• Comic strips.</li> <li>• Billboards.</li> <li>• Invitations / greeting cards / announcements / posters / questionnaires in traditional and digital format.</li> <li>• Newspaper / magazine pages in traditional and digital format.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Individual / group projects / presentations.</li> </ul>

Reception of oral / written/ audiovisual messages	Use of Language	Activities and Learning products
<p><b>2.1.</b> Identifying key words or phrases in order to discover the main idea in the texts that address everyday topics.</p> <p><b>2.2.</b> Recognition of detailed information from functional texts.</p> <p><b>2.3.</b> Location of some expressions and proverbs in literary / non-literary texts that belong to the cultural heritage of the allophone country.</p>	<ul style="list-style-type: none"> <li>• To recognize keywords</li> <li>• To approve</li> <li>• To request and provide information</li> <li>• To locate (people, objects)</li> <li>• To imitate</li> <li>• To ask and answer questions</li> <li>• To express (moods, emotions, attitudes)</li> <li>• To confirm / deny</li> <li>• To identify the lexis specific to the instructions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Associating the (read / listened / watched) message with the appropriate image.</li> <li>• Deduction of the meanings of some words / expressions.</li> <li>• Filling in short gapped texts / comics with words / phrases / drawings.</li> <li>• Choosing the correct answer based on the text which has been read or on the audiovisual aids.</li> <li>• Perception of the key information.</li> <li>• Categorization and classification of objects / properties / phenomena.</li> <li>• Completing concept maps.</li> <li>• Arranging / associating words / statements short, simple / texts.</li> <li>• Changing the title of a text.</li> <li>• Identifying the meaning of idiomatic expressions.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Word clouds / word squares.</li> <li>• Concept maps.</li> <li>• Informative texts / advertisements / announcements.</li> <li>• Surveys.</li> <li>• Electronic messages.</li> <li>• Letters.</li> <li>• Posters in traditional and digital format.</li> </ul>



Production of oral/written/online messages; Mediation	Use of Language	Activities and Learning products
<p>2.4. Observance of the norms for written communication in formal and informal letters.</p> <p>2.5. Writing texts on everyday topics.</p>	<ul style="list-style-type: none"> <li>• To inform / request information</li> <li>• To interrogate</li> <li>• To urge</li> <li>• To ask / offer (objects)</li> <li>• To describe (people, objects, places, events)</li> <li>• To describe (sensations, physical states, emotions)</li> <li>• To express regrets</li> <li>• To provide information about oneself (name, age, locality, nationality, favorite activities)</li> <li>• To request information about a person (name, age, locality, nationality, hobby)</li> <li>• To express tastes, preferences, gratitude and habits</li> <li>• To congratulate</li> <li>• To invite</li> <li>• To characterize</li> <li>• To approve / deny</li> <li>• To indicate</li> <li>• To express possession / belonging</li> <li>• To allow / forbid</li> <li>• To explain</li> <li>• To apologize</li> <li>• To express an opinion</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Formulation of simple questions / answers.</li> <li>• Role-playing simple dialogues.</li> <li>• Reading aloud a simple, familiar text.</li> <li>• Oral presentation of a short, simple, familiar text.</li> <li>• Delivery of a brief oral / written / online speech on a familiar topic.</li> <li>• Writing letters.</li> <li>• Writing a comment on posts and short, simple online comments using simple standard expressions of gratitude, apology, agreement, and disagreement.</li> <li>• Expression of some directions, moods, habits, verbally and / or accompanied by non-verbal language.</li> <li>• Transforming simple texts (poems, songs, dialogues, messages) based on images, words, and expressions, following a model.</li> <li>• Filling in a simple form / a simple chart with personal information.</li> <li>• Formulation of an opinion about a familiar topic or situation.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• School magazines.</li> <li>• Postcards.</li> <li>• Agendas / schedules.</li> <li>• Lists / captions.</li> <li>• Messages / electronic messages.</li> <li>• Letters.</li> <li>• Presentations, posters, and collages in traditional and digital format.</li> <li>• Simple, short dialogues.</li> <li>• Short messages (labels, announcements, posters).</li> </ul>

Oral / written / online Interaction; Mediation	Use of Language	Activities and Learning products
<p><b>2.6.</b> Application of the norms of verbal and nonverbal behavior in oral and written interactions.</p> <p><b>2.7.</b> Identification and observance of the verbal and nonverbal standards of politeness in social and cultural activities.</p> <p><b>2.8.</b> Interactive use of common expressions related to everyday topics.</p>	<ul style="list-style-type: none"> <li>• To express tastes and preferences</li> <li>• To give and follow the instructions</li> <li>• To express moods, emotions, and attitudes</li> <li>• To propose</li> <li>• To plan</li> <li>• To urge</li> <li>• To give impetus to the conversation</li> <li>• To suggest</li> <li>• To initiate and close a conversation</li> <li>• To request an explanation</li> <li>• To express agreement / disagreement</li> <li>• To imitate</li> <li>• To request and provide directions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Giving and following of simple, short instructions.</li> <li>• Role-playing simple dialogues using of standard expressions and statements.</li> <li>• Role playing.</li> <li>• Developing posters, collages, and comic strips in traditional and digital format.</li> <li>• Formulation of one's own opinion and its justification through a simple statement.</li> <li>• Transforming dialogues in keeping with given supports (images, words, expressions), following a given model.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Written messages (electronic messages, greeting cards, postcards).</li> <li>• Concept maps.</li> <li>• Role-playing games.</li> <li>• Simple dialogues.</li> <li>• Infographics, posters and collages in traditional and digital format.</li> <li>• Online posts.</li> <li>• Skits.</li> <li>• Questionnaires.</li> <li>• Travel guides.</li> </ul>

Reception of the oral / written/ online messages	Use of Language	Activities and Learning products
<p><b>3.1.</b> Identification of the key information in simple messages from everyday life through listening / reading / watching.</p> <p><b>3.2.</b> Locating specific information in certain simple commonplace documents.</p>	<ul style="list-style-type: none"> <li>• To indicate location</li> <li>• To present</li> <li>• To analyze information (from simple manuscripts: letters, brochures, newspaper articles, etc.)</li> <li>• To understand simple instructions</li> <li>• To deduce (meaning of the unknown words from context)</li> <li>• To arrange ideas</li> <li>• To request additional information</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises for identifying information based on a text which has been read.</li> <li>• Arranging / grouping images based on the information in a text.</li> <li>• Exercises for associating words / sentences with pictures.</li> <li>• Checking off information in lists / tables.</li> <li>• Selecting and processing different information.</li> <li>• True / false, multiple choice, and short answer exercises.</li> <li>• Exercises with chronological ordering of information.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Posters and collages in traditional and digital format.</li> <li>• Infographics, concept maps.</li> <li>• Questionnaires.</li> <li>• Outlines.</li> <li>• Leaflets, tourist guides, illustrated albums.</li> </ul>

Production of oral/ written / online messages	Use of Language	Activities and Learning products
<p><b>3.3.</b> Logical arrangement of linguistic structures in order to produce simple, clear messages on common topics of personal interest.</p> <p><b>3.4.</b> Application of linguistic structures in simple comments and descriptions with reference to daily activities.</p> <p><b>3.5.</b> Comparative use of grammatical structures and fixed expressions to produce oral / written / online messages.</p>	<ul style="list-style-type: none"> <li>• To express a desire / a hypothesis / a polite request / an opinion</li> <li>• To justify a point of view</li> <li>• To characterize a person</li> <li>• To explain</li> <li>• To inform</li> <li>• To refer to objects / people / activities</li> <li>• To declare</li> <li>• To suggest an idea</li> <li>• To notice</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises describing daily activities based on a list of words / images / icons.</li> <li>• Developing an identity card.</li> <li>• Situating an event in chronological order.</li> <li>• Developing a physical and / or moral portrait of a person based on a list of points / words / or an image.</li> <li>• Structural development and / or completion of a letter / email based on questions and / or guidelines.</li> <li>• Formation of an opinion and its justification using a list of specific expressions.</li> <li>• Development / presentation of a project or announcement.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Presentations in traditional and digital format.</li> <li>• Letters / postcards / invitations / ID cards.</li> <li>• Announcements.</li> <li>• Short interviews.</li> <li>• Menus.</li> <li>• Online comments.</li> <li>• Travel journals / itineraries.</li> </ul>

Oral / written / online interaction / mediation	Use of Language	Activities and Learning products
<p><b>3.6.</b> Use of the appropriate linguistic structures in order to initiate, develop, and conclude a simple, direct conversation with reference to everyday topics.</p> <p><b>3.7.</b> Participation in written / online interactions with reference to everyday situations, provided that a translation tool is used.</p> <p><b>3.8.</b> Use of nonverbal language in order to express positive / negative emotions in a direct exchange of information.</p>	<ul style="list-style-type: none"> <li>• To initiate simple conversations</li> <li>• To express preferences / emotions</li> <li>• To request and provide information</li> <li>• To congratulate/ to invite</li> <li>• To accept / refuse</li> <li>• To apologize / to thank</li> <li>• To offer / respond to suggestions</li> <li>• To express agreement / disagreement</li> <li>• To request and give directions</li> <li>• To offer / ask for advice</li> <li>• To attract attention</li> <li>• To ask if one has been understood</li> <li>• To ask for a word or phrase to be repeated</li> <li>• To request confirmation</li> <li>• To request clarification</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Conducting individual and group conversations to solve a problem / task.</li> <li>• Playing board games in pairs / in groups.</li> <li>• Performing dialogues from audio / video sequences, and from readings.</li> <li>• Simulation of a face-to-face / telephone conversation about common events / activities in everyday life.</li> <li>• Formulation of responses / replies to simple / electronic messages based on a list of lexical structures / questions / images.</li> <li>• Writing short online comments, accompanied by emoticons / images as a response to express positive / negative emotions.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games / skits.</li> <li>• Structured dialogues / simple interviews.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• SMS / E-mails.</li> <li>• Simple written / online forms.</li> <li>• Online posts / comments.</li> </ul>

Oral / written / online Mediation	Use of Language	Activities and Learning products
<p><b>3.9.</b> Transmission of key information presented in simple texts on labels and product advertisements.</p> <p><b>3.10.</b> Retelling of the main points of oral and written texts, through different means.</p> <p><b>3.11.</b> Oral interpretation of a text written in accessible language.</p>	<ul style="list-style-type: none"> <li>• To request / provide information</li> <li>• To request / offer explanations</li> <li>• To inform or become informed about familiar people / objects / activities / events</li> <li>• To request / provide information about a family event</li> <li>• To appreciate</li> <li>• To initiate and close a verbal exchange (face to face discussion)</li> <li>• To express an idea, an opinion.</li> <li>• To ask someone to speak slower / faster, louder / softer</li> <li>• To ask about and express attitudes and feelings</li> <li>• To give / request explanations</li> <li>• To express attitudes and emotions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises to simulate scenarios from everyday life.</li> <li>• Selection of the relevant information from simple texts.</li> <li>• Formulation of simple sentences and oral messages based on keywords in a text.</li> <li>• Simple storytelling / sequences of facts based on images or word lists.</li> <li>• Simple transmission of relevant information from ads and leaflets from language A to language B, with pauses.</li> <li>• Production of short, simple dialogues / announcements / invitations.</li> <li>• Reformulation of some messages following a model.</li> <li>• Description of daily activities / people based on images / a list of words.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games.</li> <li>• Announcements / leaflets / collages.</li> <li>• Simple descriptions / texts with verbal support (images / questions / keywords), created according to a pre-established plan.</li> <li>• Individual / pair / group projects.</li> <li>• Oral translations.</li> </ul>

Reception of oral / written/ online messages	Use of Language	Activities and Learning products
<p><b>4.1.</b> Determination of factual information and main ideas in literary/non-literary texts of the allophone cultural heritage.</p> <p><b>4.2.</b> Discrimination of information about important achievements in the field of artistic creation in the allophone space.</p>	<ul style="list-style-type: none"> <li>• To notice / point out information</li> <li>• To express opinions</li> <li>• To express attachment, gratitude</li> <li>• To express approval / disapproval</li> <li>• To informally accept a proposal with or without reservations</li> <li>• To express one’s point of view</li> <li>• To express dissatisfaction</li> <li>• To respond to a request about time, place approaches, comparisons, quantities, causes</li> <li>• To confirm / refute</li> <li>• To express hope, sympathy, anxiety</li> <li>• To console</li> <li>• To express possibility</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Associating detailed information with appropriate images based on literary texts / contemporary teen literature.</li> <li>• Placing important historical events in the allophone country on the chronological axis with brief commentaries.</li> <li>• Completing a table based on a text / authentic documents covering: the geographical aspects and administrative organization of the allophone country / important monuments, outstanding personalities / etc. in history and culture.</li> <li>• Selection of the main information from an article in the press or a simple report on cultural topics.</li> <li>• Completion and oral / written explanation of a character Map from simple stories, very simple plays, and clips from very simple movies.</li> <li>• Exercises to become familiar with aspects of the allophone culture.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Dialogues / discussions / conversations.</li> <li>• Character maps.</li> <li>• Character webs</li> <li>• Outlines.</li> <li>• Posters.</li> <li>• Portfolios</li> <li>• Self-assessment sheets.</li> </ul>

Production of oral/written/online messages	Use of Language	Activities and Learning products
<p><b>4.3.</b> Brief commentary on specific aspects of the allophone countries culture on familiar topics of personal interest.</p> <p><b>4.4.</b> Use of the linguistic resources to describe the emotional state of a literary / non-literary character.</p> <p><b>4.5.</b> Comparison of elements related to the lifestyle specific to the allophone country and to the country of origin.</p>	<ul style="list-style-type: none"> <li>• To describe people, objects, and places</li> <li>• To describe occupations and activities</li> <li>• To extend a conversation</li> <li>• To explain literary preferences</li> <li>• To relate a sequence of facts or actions</li> <li>• To evaluate and assess</li> <li>• To express suggestions</li> <li>• To express curiosity</li> <li>• To compare people, objects, monuments, places, behaviors, and values</li> <li>• To informally express joy, sadness, or unhappiness,</li> <li>• To ask for explanations of emotional states</li> <li>• To correct a statement</li> <li>• To express knowledge / ignorance</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Description of an experience, based on an outline/ digital support.</li> <li>• Retelling of the content of favorite excerpts from contemporary literature for teenagers based on an outline.</li> <li>• Development and brief explanation of a comparative table, dealing with words / expressions / proverbs, specific to the languages and cultures being studied.</li> <li>• Development of an outline dealing with changes / modernizations in the hometown.</li> <li>• Composition of another ending for the text being studied.</li> <li>• Characterization of illustrious personalities from the allophone area (field, biographical data, achievements, importance).</li> <li>• Composition of a short article about a favorite literary work / work of art (impressions, feelings), for the local / regional press.</li> <li>• Development of announcements / invitations / leaflets based on guidelines.</li> <li>• Determination of similarities and differences between the lifestyles / preferences / cultural activities of teens from the allophone country and from the country of origin, based on literary texts, authentic / digital documents; as well as completion of a T diagram.</li> <li>• Composition of a simple text about an allophone friend.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Descriptions of events, actions, activities, people, objects, and places.</li> <li>• Narrations.</li> <li>• Announcements / invitations.</li> <li>• Concept maps.</li> <li>• Travel Journals</li> <li>• ID cards.</li> <li>• Individual / group projects.</li> </ul>



Oral / written / online Interaction	Use of Language	Activities and Learning products
<p><b>4.6.</b> Integration of cultural knowledge and behavioral norms in order to participate in social interactions on current topics of general interest.</p>	<ul style="list-style-type: none"> <li>• To express a positive / negative / neutral attitude</li> <li>• To express obligation</li> <li>• To interact through messages / letters</li> <li>• To express suggestions, intentions</li> <li>• To prohibit</li> <li>• To express moral or social norms</li> </ul> <p><b>Elements of construction of communication *</b></p>	<ul style="list-style-type: none"> <li>• Tourist guides ; •Flyers ;• Photo / Video collages.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Development of / participation in dialogues / conversations about cultural / school events, based on images / video or digital support / an article / a short film.</li> <li>• Writing letters / online messages to a friend to relate a visit to the theater or the cinema / a journey / a field trip.</li> <li>• Writing letters to a friend to express an opinion or ask for advice, adhering to the correct format for letter writing</li> <li>• Commenting on a personal experience (a visit to a traditional restaurant) in the allophone country.</li> <li>• Development of an action plan for a vacation: place, time, activities, etc.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Dialogues / conversations / online.</li> <li>• Flash-interviews / interviews.</li> <li>• Opinion polls.</li> <li>• Questionnaires.</li> <li>• Forms / online forms.</li> <li>• Letters / Messages / online versions.</li> <li>• Simple projects.</li> <li>• Case studies.</li> <li>• Role-playing games.</li> </ul>

Oral / written / online Mediation	Use of Language	Activities and Learning products
<p>4.7. Application of relevant language resources in order to identify and solve disagreement in intercultural exchange.</p> <p>4.8. Oral interpretation of a message and key information, referring to personal needs and desires, in intercultural exchanges.</p>	<ul style="list-style-type: none"> <li>• To request / provide information and explanations</li> <li>• To establish a social contact</li> <li>• To express opinions</li> <li>• To express hesitation</li> <li>• To offer advice, to pay attention, to encourage</li> <li>• To ask permission</li> <li>• To prohibit/ to reproach</li> <li>• To promise</li> <li>• To reformulate, to explain, to specify</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Carrying out a dialogue with cooperative allophone people on everyday topics, mediating through reformulations, explanations, repetitions and nonverbal language (gestures, pantomime,).</li> <li>• Scheduling a real / imaginary visit to a museum / castle / historical site in the allophone country, guided by the algorithm: reading a leaflet / advertising poster, choosing a schedule, buying a ticket, participating in a discussion with the guide.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Dialogues / conversations / discussions.</li> <li>• Reformulation of ideas / messages / opinions.</li> <li>• Role-playing games.</li> </ul>

## By the end of the Eighth Grade, the pupil will be able to:

- use intonation patterns specific to the foreign language in various common situations;
- correctly use syntactic structures and simple grammatical forms, specific to the foreign language, in clear and coherent messages;
- read written / online texts on everyday topics in a fluent and correct rhythm;
- recognize and use fixed expressions and proverbs in common situations;
- request and provide detailed information from simple functional and literary / non-literary texts;
- initiate, maintain, and conclude short conversations in order to fulfill appropriate communicative functions;
- distinguish common aspects and norms of verbal and nonverbal behavior specific to the cultures of allophone countries;
- use linguistic resources to describe the emotional state of the literary / non-literary character, explaining the causes thereof;
- orally interpret the message and key information with reference to personal needs and desires, in intercultural exchanges,

### *displaying specific overall attitudes:*

- appreciating the language as a system;
- demonstrating the functionality of the language within a social contact;
- coherence and precision in communication;
- openness to and motivation for intercultural dialogue.

### Specific competences

**SC 1. Linguistic competence:** Application of the linguistic norms in the formation of simple, short correct messages, valuing the language as a system.

**SC 2. Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.

**SC 3. Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

**SC 4. (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

### Thematic contexts

**1. Personal environment**

**2. Family**

**3. School**

**4. Natural environment**

**5. Cultural environment**

**6. Social and informational environment**

## Ninth Grade

Competence Units	Content Units (Strands)	Recommended activities and Learning products
<b>Reception of oral / audiovisual messages</b>	<b>Use of Language</b>	<b>Activities and Learning products</b>
<p><b>Phonological component</b></p> <p><b>1.1.</b> Specification through listening of the sounds, intonation patterns and phonetic phenomena specific to the foreign language, clearly uttered in common contexts.</p> <p><b>Lexical and semantic component</b></p> <p><b>1.2.</b> Identification of words and phrases conveying immediate priority in commonplace contexts.</p> <p><b>The grammatical component</b></p> <p><b>1.3.</b> Recognition of simple grammatical structures, specific to the foreign language, in common contexts.</p>	<ul style="list-style-type: none"> <li>• To locate in space / time</li> <li>• To provide information</li> <li>• To express agreement / disagreement</li> <li>• To express emotions / feelings</li> <li>• To execute orders / directions</li> <li>• To imitate</li> <li>• To confirm</li> <li>• To deny</li> <li>• To state</li> <li>• To notice</li> </ul> <p><b>Elements of construction of communication</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Listening to mp3 recordings and recognizing words that contain the sounds / groups of sounds being studied.</li> <li>• Identification of the grammatical structures under study in short audiovisual recordings.</li> <li>• Associating words / expressions with the video clips which have been watched.</li> <li>• Listening to questions and matching them with the correct answers.</li> <li>• Listening to a message and filling in gaps with the appropriate lexical structures.</li> <li>• Crossing out the odd word.</li> <li>• Listening to and writing words / phrases.</li> <li>• Completing a text / statement with the appropriate punctuation marks.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online messages.</li> <li>• Worksheets.</li> <li>• Tables.</li> <li>• Rhymes, lyrics, songs.</li> <li>• Music bands.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Individual and group projects.</li> </ul>

Production of oral/written/online messages Mediation	Use of Language	Activities and Learning products
<p><b>Phonological component:</b></p> <p><b>1.4.</b> Use of phonetic structures specific to the foreign language for clear expression in various common contexts.</p> <p><b>Semantic and lexical components</b></p> <p><b>1.5.</b> Use of appropriate vocabulary in order to establish inter-lexical relationships in everyday situations.</p> <p><b>Grammatical component</b></p> <p><b>1.6.</b> Adaptation of the grammatical norms under study to everyday situations.</p>	<ul style="list-style-type: none"> <li>• To characterize</li> <li>• To express emotions / feelings</li> <li>• To compare</li> <li>• To order</li> <li>• To express</li> <li>• To state</li> <li>• To deny</li> <li>• To locate</li> <li>• To explain</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Correct reproduction of words / expressions / statements that contain the sounds and intonation patterns under study, as pronounced by the teacher / a recording.</li> <li>• Complex phonetic exercises.</li> <li>• Reading aloud a text / dialogue with proper rhythm, intonation, and expression.</li> <li>• Singing songs individually and in groups.</li> <li>• Translation of words / expressions / sentences.</li> <li>• Reformulation of statements.</li> <li>• Explaining the meaning of unknown words / expressions.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Texts / dialogues.</li> <li>• Phone calls / online conversations.</li> <li>• Translations.</li> <li>• Worksheets.</li> <li>• Dramatizations / role-playing games.</li> <li>• Reports / posters in traditional and digital format.</li> <li>• Individual / group projects / presentations.</li> </ul>

Reception of written/ audiovisual messages	Use of Language	Activities and Learning products
<p><b>Spelling component</b></p> <p><b>1.7.</b> Distinguishing the spelling norms specific to the foreign language being studied in common messages.</p> <p><b>Lexical and semantic component</b></p> <p><b>1.8.</b> Use of various linguistic means to define the meaning of the unknown words and expressions.</p> <p><b>Grammatical component</b></p> <p><b>1.9.</b> Adaptation of grammatical structures specific to the foreign language to common situations</p>	<ul style="list-style-type: none"> <li>•To inform</li> <li>• To request / provide information</li> <li>• To express feelings / emotions</li> <li>• To express agreement / disagreement</li> <li>•To deduce the meaning of a word / expression</li> <li>• To locate in time and space</li> <li>•To compare</li> <li>•To describe</li> <li>•To explain</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Associating statements / messages with clips / images / drawings which have been watched.</li> <li>• Locating logical connectors.</li> <li>• Extracting synonyms / antonyms / homonyms from the context.</li> <li>• Recognizing the correct explanation of words from the text.</li> <li>• Matching questions with the appropriate answers.</li> <li>• Ordering words in sentences.</li> <li>• Identifying thematic vocabulary in a text.</li> <li>• Choosing the right option.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / online messages.</li> <li>• Texts / dialogues.</li> <li>• Worksheets.</li> <li>• Infographics.</li> <li>• Tables / diagrams / graphs.</li> <li>• Illustrated vocabulary portfolios.</li> <li>• Posters and collages in traditional and / or digital format.</li> <li>• Individual and group projects.</li> </ul>

Production of written/online messages	Use of Language	Activities and Learning products
<p><b>Spelling component</b></p> <p><b>1.10.</b> Implementation of the spelling norms under study, specific to the foreign language, in writing short messages on everyday topics.</p> <p><b>Grammatical component</b></p> <p><b>1.11.</b> Application of the grammatical norms under study, specific to the foreign language, in correct writing of messages.</p>	<ul style="list-style-type: none"> <li>• To notice grammatical structures / phenomena</li> <li>• To present</li> <li>• To describe</li> <li>• To request information</li> <li>• To provide information</li> <li>• To state</li> <li>• To deny</li> <li>• To express</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Integration of the appropriate lexico-grammatical structures into online statements / descriptions / messages / tables / questionnaires.</li> <li>• Completing descriptions / captions with missing lexical / grammatical elements based on audiovisual aids.</li> <li>• Filling in gaps in information boards, tables, diagrams, graphs with the given words.</li> <li>• Writing words / expressions / sentences according to dictation.</li> <li>• Transformation of sentences following a model.</li> <li>• Continuation of incomplete statements.</li> <li>• Composing sentences with the given words / expressions.</li> <li>• Sorting words / expressions into semantic and lexical columns.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets.</li> <li>• Infographics.</li> <li>• Information boards</li> <li>• Tables / diagrams / graphs.</li> <li>• Simple illustrated vocabulary portfolios.</li> <li>• Posters and collages in traditional and / or digital format.</li> <li>• Presentations in traditional and digital format.</li> <li>• Newspaper / magazine pages in traditional and digital format.</li> <li>• Individual and group projects.</li> </ul>

Reception of oral / written / audiovisual messages	Use of Language	Activities and Learning products
<p><b>2.1.</b> Identifying the overall meaning of the message in functional contexts of direct interest to the student.</p> <p><b>2.2.</b> Receptive understanding of the linguistic structures in authentic social contexts.</p> <p><b>2.3.</b> Determining the functions of the language used in relation to the communicative situation.</p>	<ul style="list-style-type: none"> <li>• To write the overall meaning of a message</li> <li>• To report a series of events</li> <li>• To discuss certain information in the text</li> <li>• To reproduce expressions and excerpts from the text</li> <li>• To translate the meaning of written, oral, and visual messages</li> <li>• To define / paraphrase the meaning of words or phrases</li> <li>• To describe / characterize characters</li> <li>• To compare facts, events, and situations</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Choosing the correct answer based on the text being read or based on the message being heard / viewed.</li> <li>• Filling in the gaps with letters / words / expressions.</li> <li>• Reading and shortening / lengthening a sentence by removing / adding words.</li> <li>• Listening to a recording to detect errors of expression.</li> <li>• Ordering the sequence of events in the text.</li> <li>• Establishing the use of linguistic clichés, verbal forms, abbreviations, emoticons, and symbols specific to online communication and text messages.</li> <li>• Classification of words and expressions.</li> <li>• Translation of unfamiliar words and expressions / of a text.</li> <li>• Analysis of a variety of lexical forms (neologisms, elliptical titles, repetitions, interrogations, enumerations, exclamations, etc.) in press articles</li> <li>• Synthesis of text, and of audio or video clips.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets / forms / tables.</li> <li>• Messages in traditional and digital format.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Characterization / description of characters.</li> <li>• Text summaries, summaries of audio or video clips.</li> <li>• Audio / video recordings.</li> <li>• Articles, reports, interviews.</li> <li>• Advertising texts.</li> <li>• Simple digital blogs / portfolios.</li> <li>• News programs. • Weather reports.</li> </ul>



Production of the oral/written/online messages Mediation	Use of Language	Activities and Learning products
<p>2.4. Use of linguistic structures specific to spontaneous and authentic communication used in various functional contexts.</p> <p>2.5. Reproduction of oral / written / online messages in various communicative contexts.</p> <p>2.6. Integration of linguistic tools according to the communicative situation.</p>	<ul style="list-style-type: none"> <li>• To ask and answer questions</li> <li>• To request / offer recommendations, suggestions, and explanations</li> <li>• To dialogue using the appropriate contextual expressions</li> <li>• To describe everyday matters</li> <li>• To report events and personal experiences</li> <li>• To express opinions, preferences, feelings, and moods</li> <li>• To justify an answer or an assertion</li> <li>• To compare people, objects, events, and activities</li> <li>• To comment on facts, events and experiences</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Filling in incomplete statements and texts.</li> <li>• Filling in forms, worksheets.</li> <li>• Training in dialogues using expressions appropriate to the context.</li> <li>• Presentation of announcements / instructions.</li> <li>• Description of everyday aspects of people, objects, housing, places as well as public figures and events.</li> <li>• Reporting on events or personal experiences, prepared in advance, with a predictable memorized content.</li> <li>• Composing simple texts on paper or online following a model (story, dialogue, instruction, announcement, letter, leaflet, article, report, interview, schedule, and menu).</li> <li>• Commenting on a text excerpt, or a clip which has been listened to or watched.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Worksheets.</li> <li>• Forms / tables.</li> <li>• Comments posted online.</li> <li>• Stories / dialogues.</li> <li>• Instructions / announcements / prospectuses in traditional and digital format.</li> <li>• Family / friendly / congratulatory letters.</li> <li>• Audio / video recordings.</li> <li>• Articles / reports / interviews.</li> <li>• Advertising texts.</li> <li>• Simple blogs / portfolios in digital format.</li> <li>• News programs.</li> <li>• Weather reports.</li> </ul>

<b>Oral / written / online Interaction  Mediation</b>	<b>Use of Language</b>	<b>Activities and Learning products</b>
<p><b>2.7.</b> Production of the appropriate messages for simple communicative situations, demonstrating the functionality of the language in a social context.</p> <p><b>2.8.</b> Resolving weaknesses in spontaneous verbal expression through phrasing, reformulation, and the use of nonverbal language according to the communicative situation.</p>	<ul style="list-style-type: none"> <li>• To develop one's own opinions and value judgments</li> <li>• To justify personal tastes and preferences</li> <li>• To create dialogues about moods, emotions and attitudes</li> <li>• To request information for an interview, to complete a questionnaire, a survey, a form, etc.</li> <li>• To create dialogues on topics of social interest</li> <li>• To initiate, maintain and close a conversation</li> <li>• To request an explanation</li> <li>• To set up an appointment</li> <li>• To reject a proposal</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises with incomplete texts.</li> <li>• Involvement the conversations and dialogues from everyday situations.</li> <li>• A reciprocal interview on a specific topic.</li> <li>• Recording conversations and interviews, the listening to and analyzing them.</li> <li>• Individual performance of songs, poems, authentic narrative texts, and dialogues.</li> <li>• Reformulation / simplification of complex statements.</li> <li>• Transmission of factual information.</li> <li>• Developing posters and collages in the traditional and digital format.</li> <li>• Creating announcements, prospectuses, menus, and schedules.</li> <li>• Writing simple e-mails to communicate an experience or an event or to request information.</li> <li>• Posting messages online.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Short dialogues on topics of interest to the student.</li> <li>• Thematic conversations.</li> <li>• Descriptions of people, objects, and places.</li> <li>• Role-playing games.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• Audio / video recordings.</li> <li>• Written / recorded interviews.</li> </ul>

Reception of oral/ written/ online messages	Use of Language	Activities and Learning products
<p><b>3.1.</b> Identifying the main information from printed / online / televised / broadcast news.</p> <p><b>3.2.</b> Selecting the main information / ideas from a list / text / commonplace documents referring to daily life.</p>	<ul style="list-style-type: none"> <li>• To present</li> <li>• To request additional information</li> <li>• To locate (information from various authentic audio / video sources referring to places, events and personalities from allophone countries)</li> <li>• To propose / suggest</li> <li>• To order ideas in a logical sequence</li> <li>• To articulate</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises to identify information based on a text / on the news.</li> <li>• Online search exercises.</li> <li>• Filling in gapped texts.</li> <li>• True / false, multiple choice, and short answer exercises.</li> <li>• Completing grids / tables / forms.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Concept maps.</li> <li>• Vacation itineraries.</li> <li>• Flyers.</li> <li>• Tourist guides.</li> <li>• Posters / signs / collages in traditional and digital format.</li> <li>• Scrapbooks / lap books.</li> </ul>

Production of oral/written/online messages	Use of Language	Activities and Learning products
<p><b>3.3.</b> Application of language structures to produce simple, clear messages on everyday subjects.</p> <p><b>3.4.</b> Employment of the specific language structures to manage online transactions and simple tasks in everyday contexts.</p> <p><b>3.5.</b> Justification of one's own opinion in simple terms with reference to everyday issues and / or issues of general interest.</p> <p><b>3.6.</b> Construction of oral and written messages referring to common topics based on a simple list of guidelines</p>	<ul style="list-style-type: none"> <li>• To present one's point of view</li> <li>• To name the objects in the toiletries kit</li> <li>• To express preferences (studies, passions, free time)</li> <li>• To express admiration</li> <li>• To express uncertainty</li> <li>• To justify</li> <li>• To advise</li> <li>• To request / offer</li> <li>• To propose</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Exercises describing / characterizing people, places, or personal experiences.</li> <li>• Presentation of a description of / some elements from a daily activity.</li> <li>• Expressing an opinion about a show in short, simple sentences.</li> <li>• Developing an invitation, simple postcards, and letters.</li> <li>• Planning vacation projects according to a given outline.</li> <li>• Ordering different types of charts based on existing images.</li> <li>• Presentation of the stages of an event in chronological order.</li> <li>• Presentation of specific, predictable information in documents: prospectuses, menus, announcements, inventories and schedules.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Simple / short oral / written reports.</li> <li>• Guided interviews.</li> <li>• Simple advertisements / press articles.</li> <li>• Functional texts /forms.</li> <li>• Simple personal / business letters (invitation, request for information and / or documentation) and e-mails.</li> <li>• Structured / guided essays.</li> </ul>

Oral / written / online Interaction / mediation	Use of Language	Activities and Learning products
<p><b>3.7.</b> The use of linguistic structures in order to carry out a direct verbal exchange, with relevant details regarding familiar and predictable contexts from everyday life.</p> <p><b>3.8.</b> Participation in written / online interactions referring to simple transactions and familiar contexts, provided that a translation tool is used.</p> <p><b>3.9.</b> The usage of nonverbal language to express positive / negative states and feelings in a direct exchange of information</p>	<ul style="list-style-type: none"> <li>• To initiate simple conversations</li> <li>• To express preferences / emotions</li> <li>• To request and provide information</li> <li>• To congratulate/ invite</li> <li>• To accept / refuse</li> <li>• To apologize / thank</li> <li>• To offer / respond to suggestions</li> <li>• To express agreement / disagreement</li> <li>• To ask for / give directions</li> <li>• To offer / ask for advice</li> <li>• To attract someone’s attention</li> <li>• To ask if one has been understood</li> <li>• To ask for a word or phrase to be repeated</li> <li>• To request a confirmation</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Conducting individual and group conversations to solve a problem / complete a task.</li> <li>• Role-playing dialogues from audio / video clips and from readings.</li> <li>• Developing a simple message in a virtual book for special occasions.</li> <li>• Formulation of responses / replies to simple / electronic messages.</li> <li>• Writing short comments online, accompanied by emoticons / images to express positive / negative moods / feelings.</li> <li>• Developing public posts on a website referring to everyday events (festival / concert, etc.).</li> <li>• Completing online forms to order goods.</li> <li>• Completing forms to register for an online course / event.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games / skits.</li> <li>• Structured dialogues / simple interviews.</li> <li>• Posters and collages in traditional and digital format.</li> <li>• SMS / E-mails.</li> <li>• Simple written / online forms.</li> <li>• Online posts / comments.</li> </ul>

Oral / written / online mediation	Use of Language	Activities and Learning products
<p><b>3.10.</b> Expression of the content of simple messages, instructions and announcements referring to common and/ or general interest topics.</p> <p><b>3.11.</b> Deduction of the main points or important events presented in television programs or video clips.</p> <p><b>3.12.</b> Presentation of instructions on familiar topics.</p>	<ul style="list-style-type: none"> <li>• To request / provide basic information (for example, about a trip)</li> <li>• To ask / offer explanations</li> <li>• To request instructions</li> <li>• To inform or become informed about an event / activity</li> <li>• To appreciate</li> <li>• To express an idea or an opinion</li> <li>• To relate to a person (to greet, to say goodbye, to ask / provide brief information about oneself)</li> <li>• To ask someone to speak slower / faster, louder / softer</li> <li>• To ask for and express attitudes and feelings</li> <li>• To convince</li> <li>• To express cause / effect</li> <li>• To express attitudes and emotions</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Listing important information from simple texts with reference to concrete, familiar topics.</li> <li>• Simulation of scenes from everyday life.</li> <li>• Underlining, noting the relevant information in simple texts.</li> <li>• Formulation of simple sentences based on keywords in a text.</li> <li>• Formulation of an oral message based on keywords / a table / questions.</li> <li>• Retelling an event /series of facts based on an outline.</li> <li>• Description of people / objects / simple projects / desires / daily activities.</li> <li>• Simple transmission, with pauses, of = relevant everyday information from language A to language B.</li> <li>• Production short, simple dialogues / announcements / invitations.</li> <li>• Creation of texts on everyday topics based on a table / an outline / simple questions.</li> <li>• Reformulation of some messages based on a model.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Announcements.</li> <li>• Leaflets / collages in traditional and / or digital format.</li> <li>• Simple descriptions with verbal support (images / questions / keywords).</li> <li>• Narratives, simple texts, created according to a given model.</li> <li>• Individual / group projects.</li> <li>• Oral translations.</li> </ul>

Reception of oral /written/ online messages	Use of Language	Activities and Learning products
<p><b>4.1.</b> Identifying themes, ideas and the main characters in literary / non-literary works and artwork belonging to the cultural heritage of the allophone countries.</p> <p><b>4.2.</b> Distinguishing the information about outstanding achievements in various fields specific to the allophone space.</p>	<ul style="list-style-type: none"> <li>• To offer, to request information about people, objects, places, activities, actions, and events</li> <li>• To assess</li> <li>• To intervene in a discussion</li> <li>• To express impressions</li> <li>• To appreciate behaviors, attitudes, values</li> <li>• To accept a new experience</li> <li>• To explain causes</li> <li>• To remind about an obligation / responsibility</li> <li>• To express certainty / uncertainty / perplexity</li> <li>• To express probability, possibility</li> <li>• To respond to a request with unconditional acceptance, with reservations, hesitation, or refusal</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reading literary / non-literary texts, articles in the blog about famous personalities / historical / cultural / social events / monuments / cities in the allophone space and filling in graphic organizers.</li> <li>• Watching clips from movies or TV shows, or listening to simple radio shows and identifying key ideas.</li> <li>• Reconstruction of the order of events in a literary / non-literary text.</li> <li>• Development and completion of a Character Web on a literary / non-literary character (names, characteristics, examples of actions / attitudes / values).</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Self-assessment worksheets.</li> <li>• Portfolios.</li> <li>• Concept maps.</li> <li>• Puzzles.</li> <li>• Descriptions, narratives.</li> </ul>

Production of oral/written/online messages	Use of Language	Activities and Learning products
<p><b>4.3.</b> Description in simple terms of the main themes and characters from the literary / non-literary works under study.</p> <p><b>4.4.</b> Integration of cultural knowledge to appreciate important achievements in various fields specific to the allophone space.</p> <p><b>4.5.</b> Comparison of behaviors specific to the allophone country and to the country of origin.</p> <p><b>4.6.</b> The use of linguistic resources to express one's own opinion about to the literary / non-literary work under study.</p>	<ul style="list-style-type: none"> <li>• To describe (people, objects, places, events, values)</li> <li>• To characterize</li> <li>• To express an opinion</li> <li>• To express attitudes</li> <li>• To ask / offer explanations</li> <li>• To request and provide information</li> <li>• To compare cultural phenomena</li> <li>• To evaluate / assess</li> <li>• To express needs</li> <li>• To describe traditions</li> <li>• To appreciate dishes, eating / manner of dress</li> <li>• To relate memories</li> <li>• To express an opinion / nuances of opinion</li> <li>• To propose solutions</li> <li>• To express commitment</li> <li>• To describe places, cultural activities</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Completing a journal with personal reflections on a story / film / short story: theme, main characters, events, attitudes, values.</li> <li>• Development of a thematic exhibition with objects specific to various cultures.</li> <li>• Writing an article for a discussion forum on various topics.</li> <li>• Development and completion of an identity card / digital card from the allophone country / country of origin, as part of an international project: <i>name, capital, official language, flag, anthem, geographical location, historical events, famous personalities, cultural heritage, tourist site, behavior, attitudes.</i></li> <li>• Writing the beginning / end of a novel for teenagers, as part of a national / international competition.</li> <li>• Development of a culinary guide of dishes specific to the target country / country of origin and presentation as part of a school / institutional project.</li> <li>• Developing descriptions of personal experience in different cultural spaces.</li> <li>• Writing simple essays / letters / messages / simple photo novels on cultural topics, adhering to explicit criteria.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Descriptions / narratives.</li> <li>• Messages / electronic messages.</li> <li>• Letters.</li> <li>• Leaflets, tourist guides, illustrated itineraries, brochures in traditional and / or digital format.</li> <li>• Posters in traditional and / or digital format.</li> <li>• Portfolios/projects in traditional and/or digital format.</li> </ul>



Oral / written / online Interaction	Use of Language	Activities and Learning products
<p><b>4.7.</b> Application of cultural knowledge and behavioral norms to simple social exchanges on predictable everyday subjects.</p>	<ul style="list-style-type: none"> <li>• To express an opinion</li> <li>• To express and identify attitudes</li> <li>• To talk about friendships</li> <li>• To express purpose, cause, or consequence</li> <li>• To ask for / offer advice</li> <li>• To express prohibition, permission, obligation</li> <li>• To accept / reject proposals / offers formally / informally</li> <li>• To express pleasure, joy, happiness, formally / informally</li> <li>• To be informed about objects, people, places, time, space, manner, quantity, cause</li> <li>• To express the desire to get involved, to carry out an activity</li> <li>• To express certainty / uncertainty, evidence, trust / distrust</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Carrying out and presenting the results of a survey / interview regarding correct / incorrect eating behaviors, specific to adolescents from the allophone cultural space and from the cultural space of origin.</li> <li>• Development and presentation of <i>a Code of good manners</i>, with the goal of respecting the social and cultural conventions in allophone public spaces.</li> <li>• Conducting a dialogue with allophone people to exchange impressions about literary / non-literary works and artwork under study.</li> <li>• Writing texts, respecting commonplace norms of written communication, specific to the allophone culture, on various topics.</li> <li>• Participating in a discussion with peers in a forum, as part of the school cultural project "<i>Equal and different</i>".</li> <li>• Writing simple, short comments / online referring to historical events, cultural events, relationships, and social life.</li> <li>• Preparation of exhibitions as part of a group project "<i>Objects from the past</i>".</li> <li>• Writing a program of cultural activities for allophone visitors to the country of origin in order to promote the contemporary image of the country (selection of various aspects).</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Dialogues.</li> <li>• Comments in traditional and digital format.</li> <li>• Opinion polls.</li> <li>• Interviews.</li> <li>• Posters in traditional and /or digital format.</li> <li>• Group projects / mini-projects in traditional and / or digital format.</li> </ul>

Oral / Written / Online Mediation	Use of Language	Activities and Learning products
<p><b>4.8.</b> Observance of the essential cultural conventions to transmit the message and key information from language A to language B, in intercultural exchanges.</p> <p><b>4.9.</b> Adapting the linguistic resources available in order to identify solutions involving compromise or agreement in intercultural exchanges.</p>	<ul style="list-style-type: none"> <li>• To initiate and close a conversation</li> <li>• To express respect for otherness</li> <li>• To express an opinion, in simple terms</li> <li>• To respond to a request for information by confirmation / refutation</li> <li>• To express the capacity / desire / intention to carry out actions or projects</li> <li>• To express moral or social norms</li> <li>• To direct a discussion</li> </ul> <p><b>Elements of construction of communication *</b></p>	<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>• Reformulation of the rules of civilized behavior in the allophone public space / public space of origin, based on a poster / leaflet / or on digital support.</li> <li>• Development and achievement of dialogues with allophone people who enunciate clearly in standard language, involving requests to reformulate and clarify.</li> </ul> <p><b>Learning products:</b></p> <ul style="list-style-type: none"> <li>• Role-playing games.</li> <li>• Case studies.</li> <li>• Dialogues.</li> <li>• Thematic conversations.</li> </ul>

## By the end of the Ninth grade, the pupil will be able to:

- correctly use lexical, syntactic structures and simple grammatical forms specific to the foreign language in everyday contexts; read texts of medium complexity with a correct and fluent rhythm;
- use common formulas of address, greeting and politeness in simple social contexts; express opinions, tastes and preferences in relation to topics of interest; initiate, maintain and concludes short conversations in everyday social contexts;
- describe the main themes and characters from literary / non-literary works under study, in simple terms, with reference to familiar situations
- adapt available language resources to identify solutions involving compromise or agreement in intercultural exchanges, using diverse strategies;
- integrate cultural knowledge in order to appreciate important achievements in various fields specific to the allophone space; act as a mediator to communicate the essence / main idea presented in everyday situations,

### *displaying specific overall attitudes:*

- appreciating the language as a system;
- demonstrating the functionality of the language within a social contact;
- coherence and precision in communication;
- openness to and motivation for intercultural dialogue.

### Specific competences:

**SC 1. Linguistic competence:** Application of the linguistic norms in the formation of simple, short correct messages, valuing the language as a system.

**SC 2. Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.

**SC 3. Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.

**SC 4. (Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

### Thematic contexts

**1. Personal environment**

**2. Family**

**3. School**

**4. Natural environment**

**5. Cultural environment**

**6. Social and informational environment**

# V. Linguistic Context

## THE ENGLISH LANGUAGE

5 <sup>th</sup> GRADE	6 <sup>th</sup> GRADE	7 <sup>th</sup> GRADE	8 <sup>th</sup> GRADE	9 <sup>th</sup> GRADE
<b>LEXIS</b>				
<p>Synonyms. Antonyms. Lexical field. Compound nouns (birthday\ bathroom). Word building. Adjectives formed by adding the suffix -y (rain-rainy). Word combinations (fast train, clear day, to do one's homework). Conversational formulas. Communicative phraseological units</p>	<p>Synonyms. Antonyms. Lexical field. Word building. Adjectives formed by adding suffixes: -full, -less. Adverbs formed by adding the suffix -ly. Word combinations (white bread, to have breakfast). Conversational formulas. Communicative phraseological units (proverbs).</p>	<p>Synonyms. Antonyms. Lexical field. Word building. Nouns formed by adding suffixes: -er/-or, -ness. Antonyms formed by adding prefixes: tin-, dis-, im-. Lexical chunks: collocations (have, take), conversational formulas. Communicative phraseological units (proverbs).</p>	<p>Synonyms. Antonyms. Hyponyms. Word building (using prefixes and suffixes). Lexical chunks: collocations (do, make), conversational formulas. Communicative phraseological units (proverbs).</p>	<p>Synonyms. Antonyms. Homonyms. Hyponyms. Noun derivation: affixation, conversion, contraction, deflexion. Lexical family. Lexical chunks: strong collocations, conversational formulas. Communicative phraseological units (proverbs).</p>
<b>PHONETICS, ORTHOEPY AND ORTHOGRAPHY</b>				
<p>Long/short vowels. Voiced/ unvoiced consonants. Nasal consonants. Letter combinations: ch, ck, dge, ft, gh, kn, lk/lf/lm, mn, ph, wh, wr. Phonetic symbols. The sounds: /ʃ/, /tʃ/, /z/, /dʒ</p>	<p>Long and short vowels. Pairs of consonant sounds: / p/-/b/, /t/-/d/, etc. Phonetic symbols. Monophthongs. Diphthongs. Consonant sounds: /l/, /r/, /j/, /w /. Stressed syllables.</p>	<p>Letter combinations: ft, gn, isl, mb, ng/nk, si, st, th, xh. Falling intonation for statements/exclamations/commands. Pronunciation/spelling: •ir/regular verbs</p>	<p>Letter combinations: cc, ch (architect), ie, pn. Falling and rising intonation for disjunctive questions. Capitalization: holidays,</p>	<p>Lexical and prosodic stress (DEsert/desSERT). Syllable division. Punctuation marks: period, quotation mark, hyphen, etc.</p>

		(Past Simple, Past Participle) •-ing forms.	historical names.	
<p>Stressed/unstressed syllables.</p> <p>Asking questions: basic intonation patterns (rising and falling).</p> <p>Pronunciation/spelling:</p> <ul style="list-style-type: none"> <li>•plural of nouns</li> <li>•Present Simple</li> <li>•-ing forms</li> <li>•ir/regular verbs (Past Simple/Past Participle)</li> </ul> <p>Pronunciation of the article „the“.</p> <p>Capitalization: proper nouns, school subjects, months, the pronoun 1.</p>	<p>Asking questions: basic intonation patterns (rising and falling).</p> <p>Falling intonation for special questions.</p> <p>Pronunciation/spelling:</p> <ul style="list-style-type: none"> <li>• ir/regular verbs (Past Simple, Past Participle)</li> </ul> <p>Spelling:</p> <ul style="list-style-type: none"> <li>•-ing forms</li> <li>•adverbs ending in -ly.</li> </ul> <p>Capitalization: geographical names, languages, nationalities.</p>	<p>Capitalization (regions, organizations and institutions, titles of people, titles of books).</p>		

### MORPHOLOGY: THE NOUN

<p>Proper nouns: geographical names, days of the week, months, titles of books, nationalities and languages.</p> <p>Regular and irregular plural forms.</p> <p>The Saxon Genitive ('s) with names and animate nouns (singular, ir/regular plural forms).</p>	<p>Countable and uncountable nouns.</p> <p>The Saxon ('s) and the Norman (of) Genitives. The Saxon Genitive with coordinated noun phrases: individual/joint ownership (Mary and John's car/Mary's and John's cars.).</p>	<p>Abstract and concrete uncountable nouns.</p> <p>Nouns that are always in the plural (trousers, jeans, spectacles).</p> <p>The Saxon Genitive ('s) with geographical names.</p>	<p>Singularia and Pluralia Tantum.</p> <p>The Saxon Genitive ('s) with indefinite pronouns (somebody's advice).</p> <p>The Saxon Genitive ('s) to express time and duration (today's newspaper).</p>	<p>Plural of nouns.</p> <p>Nouns that can be either countable or uncountable (stone - a stone, glass - a glass).</p> <p>Collective nouns (cattle, police).</p> <p>The Saxon Genitive ('s) with collective nouns (the country's</p>
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### NOUN DETERMINERS: THE ARTICLE

Zero article/omission of the article (with proper names, languages and nationalities, sports and school subjects).	The indefinite article with countable /uncountable nouns. Zero and definite articles with means of transport and meals of the day: (by — train/take the train; to have — dinner/She cooked the dinner).	The definite article "the" with geographical names (cities, countries, continents, mountains, lakes, etc.).	Zero article with places like school, college, university, church, etc. (go to - church).	The article (revision).
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### NOUN DETERMINERS: THE ADJECTIVE

<p>Monosyllabic, disyllabic, and polysyllabic adjectives. Degrees of comparison. Irregular forms. Demonstrative adjectives. Possessive adjectives. Interrogative adjectives (Who...? What...?) Indefinite adjectives some, any, no in declarative and interrogative sentences.</p>	<p>Indefinite adjectives some, any, no with countable/ uncountable nouns. Comparisons of equality and inequality (as...as/not as... as). Interrogative adjectives (How much...? How many...?). Quantifiers many, much, a lot of.</p>	<p>The indefinite adjective some in questions, to offer something or make requests (Would you like some cake?). The indefinite adjective any in positive sentences (Choose any colour you like.). Interrogative adjectives (Which...? Whose...?). Common adjective + preposition combinations (to be fond of/afraid of).</p>	<p>Irregular comparative and superlative forms (old, far, late). Attributive and predicative adjectives with copular verbs (be, seem, look, etc.). Participle adjectives (fascinating/fascinated).</p>	<p>Indefinite adjectives each, every, either (of), certain. Quantifiers: few, a few, little, a little, several. Noun determiners both (of), half (of), all (of), etc.).</p>
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## NOUN DETERMINERS: THE PRONOUN

<p>Personal pronouns. The pronoun I.</p> <p>Demonstrative pronouns.</p> <p>Interrogative pronouns (Who...? What...?).</p>	<p>Possessive pronouns. Relative pronouns (who, which, that).</p> <p>Interrogative pronouns (Who...? What...?).</p>	<p>Interrogative pronouns. (Who? Whom? What).</p> <p>Relative pronouns (whose, whom).</p>	<p>Reflexive pronouns.</p> <p>Indefinite pronouns (which refer to people and things).</p>	<p>Emphatic pronouns.</p> <p>Interrogative pronouns (revision).</p> <p>The negative pronoun neither.</p> <p>Indefinite pronouns (which refer to places).</p>
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## THE NUMERAL

<p>Cardinal and Ordinal Numerals (numbers, date and time).</p>	<p>Cardinal and ordinal numerals (years, phone numbers, the day/month format (the 1st of January), sequential order).</p>	<p>Cardinal and ordinal numerals (revision).</p>		
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## THE VERB

<p>Auxiliaries: to be, to have, to do, shall/will.</p> <p>Modal verbs: can (ability), may (polite request, permission), must (obligation), have to (necessity).</p> <p>Verbs followed by prepositions (come from, go to, look at, listen to).</p> <p>Tenses.</p> <p>Present Simple.</p> <p>Present Continuous.</p> <p>Past Simple (regular/irregular forms).</p> <p>Present Perfect Simple (experiences and</p>	<p>Auxiliaries: to be, to have, to do, shall/will.</p> <p>Modal verbs: can (ability), may (permission, possibility), must/have to (obligation, necessity); should (advice, suggestions).</p> <p>"Used to" to express past habits. Tenses.</p> <p>Present Simple</p>	<p>Verbs followed by adverb particles (put on/off).</p> <p>Modal verbs: can/could (ability), must/had to (obligation, necessity), should (advice, suggestion).</p> <p>Tenses.</p> <p>Present Simple and Future Simple.</p> <p>Present Simple and Present Continuous</p> <p>Past Simple and Present Perfect Simple.</p> <p>Past Simple and Past</p>	<p>Verbs followed by adverb particles.</p> <p>Modal verbs: can, may and their equivalents to be able to, be allowed to.</p> <p>Tenses.</p> <p>Future Continuous.</p> <p>Present Perfect Continuous.</p> <p>Past Perfect Continuous.</p>	<p>Verbal phrases used with a preposition (insist on, to succeed in, to thank for, etc.)</p> <p>Modal verbs: may/might (supposition, possibility) shall (questions, offers, suggestions), should (advice, suggestions), will/would (polite</p>
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<p>achievements, recent actions). Future Simple. Imperative (Run! - Don't run!). -ing form after the verbs/ verb phrases like, love, enjoy, prefer, to be good at</p>	<p>and Present Continuous. Past Simple: regular/irregular forms (revision). Past Continuous (actions in progress). Past Simple and Past Continuous (e.g., When mother came home, I was doing my homework). Present Perfect Simple "Going to" Future (future plans and intentions). Conditional (Type 1).</p>	<p>Continuous. Past Perfect Simple. Past Simple and Past Perfect Simple. Reported Speech: statements (Future Simple, Present Simple, Past Simple, Present Continuous, Past Continuous). Reported Speech changes: time, place, pronouns (yesterday - the day before/the previous day, etc.). Conditional (Type 2).</p>	<p>Reported Speech: statements and questions, general truth (Future Simple, Present Simple, Past Simple, Present Continuous, Past Continuous, Present Perfect Simple). Reported Speech changes: time, place, pronouns. Passive Voice (Simple Tenses). Conditional (Type Zero, Types 1, 2).</p>	<p>requests), could (polite requests, suggestions). Tenses (revision). Present Simple and Future Continuous (time clause).</p>
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**THE ADVERB**

<p>Adverbs of time. Adverbs of indefinite frequency (always, usually, often, sometimes). Interrogative adverbs (When/Where/How/Why...?).</p>	<p>Adverbs of time. Adverbs of indefinite frequency. Adverbs of place and direction. Interrogative adverbs(When/Where/How/Why...?)</p>	<p>Demonstrative adverbs: now, then, here, there. Adverbs of sequence (after/ before - present and future meanings).</p>	<p>Adverbs/adverbial phrases of time and sequence (when, after, before, as soon as, in case, till, until, while). Relative adverbs (when, where, how, why).</p>	<p>Adverbs/adverbial phrases of time, sequence and definite frequency (once/twice, etc.). Relative adverbs (when, where, how, why).</p>
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**THE PREPOSITION**



Prepositional use for common nouns without articles (at lunch, to school, by car). Prepositions of time and place: at, on, in.	Prepositions of place and direction (to, at, for, from, above, below, etc.).	Prepositions of direction and destination (over, along, across, from, towards).	Prepositions of time (before, between, during, for, since). Prepositional phrases (with difficulty, in a high voice).	Noun, verb and adjective preposition combinations (an example of to contribute to, worried about).
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### THE CONJUNCTION

Coordinating conjunctions and, but. The subordinating conjunction because.	The disjunctive conjunction or.	Subordinating conjunctions of time if when, as soon as (present and future meanings).	Disjunctive conjunctions either...or, neither...nor.	Subordinating time conjunctions (when, after, before, until, since, while, as soon as, etc.).
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### SYNTAX

<p>Simple and compound sentences.</p> <p>Types of sentences: declarative and interrogative. Imperative sentences (affirmative and negative). General questions.</p> <p>Special questions (Who/What/When/Where...?).</p> <p>Disjunctive questions (Present Continuous, Future Simple).</p> <p>The main parts of the sentence: the subject, the predicate.</p> <p>Introductory subject "There" (There is a vase on the table.)</p> <p>The impersonal "It" to denote time, date and weather (It often rains in autumn.).</p> <p>Subject verb agreement</p> <p>Word order in statements and general/special questions.</p>	<p>Simple and compound sentences.</p> <p>Declarative and interrogative sentences.</p> <p>Imperative sentences (affirmative and negative). General questions.</p> <p>Special questions (How much/How many/How often?). Disjunctive questions (Present Simple, Past Simple)</p> <p>Alternative questions.</p> <p>The main parts of the sentence: the subject, the predicate.</p> <p>Introductory subject "There". "It" as the subject of the sentence (It is time for dinner).</p> <p>Subject verb agreement with compound subjects joined by "and" (John and Mary are friends. My brother and I...)</p>	<p>Compound and complex sentences.</p> <p>Declarative and interrogative sentences.</p> <p>Exclamatory sentences.</p> <p>Special questions (Whom/Whose/Which...?) Disjunctive questions (Present Perfect Simple, the modal verb can).</p> <p>Subject verb agreement with singular invariable nouns (bread, water, knowledge, information, etc.) and plural invariable nouns (articles of</p>	<p>Disjunctive questions (revision).</p> <p>Introductory subjects: "There"(w/'t /7 nouns), "It" (with adjectives).</p> <p>The secondary parts of the sentence: the direct object. The direct object expressed by a reflexive pronoun (Jack decided to</p> <p>Subject verb agreement with indefinite pronouns (everybody,</p>	<p>Ellipsis.</p> <p>"It" as subject placeholder (It is strange/clear that...).</p> <p>The secondary parts of the sentence: the indirect object.</p> <p>Direct and indirect objects used as passive subjects.</p> <p>Subject verb agreement with collective nouns (group, team, family, etc.).</p> <p>Subordinate clauses (if, when, so, while). Non-finite subordinate clauses with, to', to introduce purpose (To reach my house you have to take</p>
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	Word order in statements and general/special questions.	dress) Word order in statements and questions.	everyone, etc.) Subject verb agreement with singular invariable nouns (physics, athletics, news, measles, Athens) and plural invariable nouns (tools).  The direct object used in Passive Voice.	the bus.).
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### TEXT COHESION AND COHERENCE

Discourse markers: •coordination/ non-coordination (but, and, also).	Discourse markers: •coordination/no n-coordination (but, and, also) •causality (because).	Discourse markers: •time and sequence (first, then, when, while, after that); •opinion (I think..., In my opinion...); •illustration (for example	Discourse markers: •time and sequence (first, then, when, as soon as, before, till, until, at the end) •opinion (I believe..., To my mind...);	Discourse markers: •time and sequence (first, second, third) •opinion •illustration •conclusion.
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# VI. THEMATIC CONTENTS

1. Personal environment
2. Family
3. School
4. Natural environment
5. Cultural environment
6. Social and informational environment

The 5 <sup>th</sup> grade	The 6 <sup>th</sup> grade	The 7 <sup>th</sup> grade	The 8 <sup>th</sup> grade	The 9 <sup>th</sup> grade
<b>PERSONAL ENVIRONMENT</b>				
<p><b>Personal description.</b> Physical appearance, moral qualities, preferences. Daily actions and activities.</p> <p><b>Colors and clothing.</b> Health: personal hygiene skills, physical condition and parts of the human body. A visit to the doctor.</p> <p><b>Professions and trades:</b> specific activities.</p> <p><b>Free time:</b> recreational activities, sports. Reading.</p> <p><b>Food:</b> tastes and preferences, meals of the day, simple menu, food (items). Healthy eating (introduction).</p> <p><b>Events:</b> birthday anniversary.</p> <p><b>Vacation activities</b></p>	<p><b>Me and my world.</b> Personal agenda and daily responsibilities.</p> <p><b>Attire and clothing preferences.</b></p> <p><b>Health:</b> simple rules of personal hygiene. Health conditions.</p> <p>Dangerous / interesting</p> <p><b>professions and trades. Free time:</b> recreational activities, video / online games.</p> <p>Musical preferences.</p> <p>Reading.</p> <p><b>Sports</b> and preferences.</p> <p>Summer and winter sports.</p> <p><b>Food:</b> tastes and food preferences. Healthy eating.</p> <p><b>Events:</b> birthday planning. <b>Vacation</b> destinations and <b>activities.</b></p>	<p><b>Personal description</b> Physical appearance, character traits, personality, self-portrait.</p> <p><b>Health:</b> Healthy lifestyle.</p> <p>Unusual <b>professions.</b></p> <p><b>Free time:</b> outdoor walks, amusement parks (Theme Parks). Reading. Favorite book and author.</p> <p>Team and individual <b>sports.</b></p> <p><b>Nutrition:</b> Food education.</p> <p><b>Vacation projects.</b></p>	<p><b>The teenager.</b> <b>Personal identity.</b> Centers of interest and personal development activities. Artistic passions.</p> <p><b>Health:</b> Healthy lifestyle.</p> <p>Career and choice of <b>profession.</b></p> <p><b>Leisure</b> planning. Reading. Favorite sport. <b>Sports</b> competitions.</p> <p><b>Food:</b> Culinary culture in allophone countries.</p> <p>Traditional dishes. Travel, excursions, visits.</p>	<p><b>The adolescent and his concerns</b> in the 21st century.</p> <p>Involvement in school and extracurricular projects. <b>Careers, skills, and professional fields</b></p> <p>Self-knowledge and choice of profession. The professions of the 21st century.</p> <p><b>Organizing free time.</b> Reading. International Day of the Book. Plans, future projects.</p>

FAMILY				
<p><b>Family.</b> Members (name, age, physical and moral characteristics, professions and trades). <b>Family responsibilities.</b> Family responsibilities. Objects of everyday use. Everyday occupations. <b>Home:</b> address, floorplan, furniture. <b>Family events.</b></p>	<p><b>Family.</b> Family members (physical and moral characteristics passions and interests). <b>Family values:</b> love and respect, sincerity). Family responsibilities. <b>Housing:</b> goods, rooms and furniture, location. <b>Family habits.</b></p>	<p><b>Family.</b> People from the family environment: kinship, habits and feelings. <b>Family recreational activities.</b> <b>Family traditions:</b> Family reunions, Bedtime Stories, Game / Movie Night. <b>The dream home.</b></p>	<p><b>Family home.</b> Interpersonal relationships (introduction). <b>Family recreational activities.</b> <b>Traditions and family events:</b> holiday meal, family recipes. <b>Responsible consumption of resources.</b> Waste sorting.</p>	<p><b>The family home.</b> Relationships and the art of communication. <b>The rights and responsibilities of the child.</b> Generations and interests. <b>Famous families. The importance of recycling.</b> Types of recycling.</p>
SCHOOL				
<p><b>School space</b> (elements). Classroom (extension). The schedule. School subjects (extension). <b>Favorite school subject.</b> The break. Classmates: communication and relationships. <b>Friendship.</b> SPED students</p>	<p><b>School space</b> (extension). Lesson activities. <b>Class rules.</b> Classmates / school friends. <b>Communication and relationships.</b> Common activities and interests. Circles of interest and school clubs. <b>School vacation.</b></p>	<p><b>My school:</b> rules of conduct, school festivities. <b>School activities and responsibilities.</b> <b>School stakeholders:</b> communication and relationships, types of collaboration. <b>Summer camps.</b></p>	<p><b>My school:</b> school identity card, clothing, school traditions. <b>Student:</b> student problems, school and extracurricular activities. <b>The student in the allophone space.</b></p>	<p><b>School and society.</b> The role of the school. <b>Career guidance.</b> The profile of the 21<sup>st</sup> century graduate <b>School culture</b> Educational projects. School partnerships. <b>Student Council</b></p>

## NATURAL ENVIRONMENT

<p><b>Seasons.</b> Favorite season. Climatic characteristics of the seasons. Seasonal recreational activities.</p> <p><b>Flora and fauna:</b> fruits and vegetables (extension), flowers and fruit trees. The benefits of eating fruits and vegetables (introduction). Pets Urban and rural space. Landscapes. The park.</p> <p><b>Nature protection</b> (elements).</p>	<p><b>Weather Forecast.</b> Cardinal points.</p> <p><b>Forest flora and fauna.</b> A visit to the ZOO.</p> <p><b>Urban and rural space: specific activities. Nature protection:</b> ecological behavior (in nature, on the street, at school).</p>	<p><b>Climate and climate change</b> (elements).</p> <p><b>Natural setting:</b> topographic features (mountain, hill, plain). <b>Habitat of living things</b> (elements).</p> <p><b>Nature reserves</b> (elements).</p> <p><b>Environmental protection.</b></p>	<p><b>Climate and its effects</b> (elements).</p> <p><b>Biodiversity:</b> endangered birds and animals.</p> <p><b>National and regional parks. Green tourism.</b></p>	<p><b>Global climate change.</b> Types of pollution. <b>Man and nature: The Red Book. Environmentally friendly actions. Natural monuments.</b></p>
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## CULTURAL ENVIRONMENT

<p><b>Allophone country:</b> language, national symbols (anthem, flag).</p> <p><b>Geographical location of the allophone country (elements).</b> Education system of the allophone country. Levels of Education (introduction). School activities.</p> <p><b>Traditional holidays</b> (elements). Literary / non-literary <b>personalities</b> from</p>	<p><b>Allophone country:</b> symbols of the allophone country (extension).</p> <p><b>Geographical location of the allophone country</b> (extension). Education system of the allophone country. Structure of the school year of the allophone country.</p> <p><b>Traditional holidays.</b> Cultural / educational</p>	<p><b>Allophone space</b> (elements): regions of the allophone country (location, capital, brief history, traditions), important cities.</p> <p><b>The capital of the allophone country</b> (elements).</p> <p><b>The education system</b> of the allophone country. Grading system.</p> <p><b>Traditional holidays (extension) and national holidays.</b> Literature for</p>	<p><b>Administrative structure of the allophone country.</b> Important cities (expansion). Everyday life and socio-cultural norms of behavior in the allophone space. <b>The education system</b> of the allophone country. (extension) City / village holidays.</p> <p><b>Traditional recipes.</b> Tourist and cultural attractions in the</p>	<p><b>State institutions</b> (introduction). Cultural values. Festivals and carnivals. Habits and traditions. Notorious <b>personalities</b> from the allophone country <b>Classical and modern literature</b> for teenagers / youth from the allophone space (simple stories, poems, simple plays, very simple short stories).</p>
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<p>the Allophone country. Storybook heroes.</p>	<p>activities specific to the allophone space. Literature for children in the allophone space (stories, short stories, comics, poems). <b>Personalities:</b> inventors, discoveries, and inventions from the allophone space.</p>	<p>teenagers in the allophone space (stories, poems, legends, fables). Personalities from the allophone country (sports, music, literature, etc.). <b>Allophone country culture:</b> specific attitudes and behaviors</p>	<p>allophone country. <b>Important historical events</b> and personalities from the allophone country (elements). <b>Literature for teenagers</b> in the allophone space (simple / adapted stories, poems, simple plays).</p>	
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### SOCIAL AND INFORMATIONAL ENVIRONMENT

<p><b>The neighborhood.</b> Layout of the neighborhood. The street. Simple rules of the road. a map key and its meanings. <b>The grocery store.</b> Shopping list. <b>Travel and means of transport.</b> Communication: telephone calls, greeting formulas, online communication (introduction).</p>	<p><b>Hometown.</b> Places of interest to tourists. The layout of the locality. Urban transport. Rules of conduct in public transport. <b>Postal services.</b> <b>Shopping:</b> clothing and footwear store, supermarket. <b>Rules of politeness.</b> Kindness. <b>Human values:</b> kindness, friendship, empathy (introduction). Friends from abroad: online correspondence (simple rules)</p>	<p><b>Social life:</b> visit to the theater and cinema. Rules of conduct. Announcements and messages in public places. <b>Different but equal</b> <b>General human values:</b> generosity and compassion. The media and I. <b>Communication in virtual space (rules of etiquette).</b></p>	<p><b>The modern city:</b> advantages and problems. Visiting tourist attractions. <b>At the hotel.</b> Relationships with peers: respect and tolerance. <b>Mass media.</b> Simple advertisements. Digital information resources. <b>Social networks.</b> Safety in virtual spaces.</p>	<p><b>Transactions in public spaces:</b> shop, post office, bank. <b>Social contact situations:</b> rights and obligations. <b>Friends:</b> positive / negative influence. Volunteering and civic involvement (introduction). Technological progress in contemporary society. <b>Dependence on technology:</b> challenges and solutions. Digital library: books, dictionaries, etc. Media education (introduction).</p>
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# VII.METHODOLOGICAL GUIDELINES FOR TEACHING-LEARNING-EVALUATION

The 2019 curriculum is based on an intuitive, communicative-active approach to presenting the material and a focus on the student as an active participant in the teaching-learning-assessment process. It redefines the sub-competence as the Competence Unit and emphasizes the product or the final outcome, which provides an appropriate distribution of teaching material and adjustments the linguistic and thematic content to the unique characteristics of the student. The proposed language content and thematic suggestions have been adjusted and adapted to the educational needs, interests, and aspirations of students in the digital age, with the teacher also tending to SPED students. The new curriculum is based on the principle of capitalizing on the student's potential, thus stimulating curiosity, creativity, critical thinking, and motivation for their own learning.

In the Gymnasium grades, the teaching and learning of the elements of linguistic organization in the FL will be achieved by a spiral organization through progressive acquisitions, first orally, then in writing, through mediation or continuous reformulation based on descriptors in accordance with the *CEFR Companion Volume (2018)*, through constant repetitions, through intuitive or deductive approaches without a rigorous specification of the proper metalanguage or linguistic terms. Some grammatical categories can be developed in students through automatic (mechanical) assimilation based on some statements which vary in gender, and some exercises which vary in form (oral, written, online), along with dialogues and communicative acts related to the Competence Units, thematic modules and teaching activities. The focus will be on the communicative-situational aspects rather than the grammar itself (morphology / syntax) in light of the communicative-active approach promoted by the CEFR with the transition from conceptual-normative grammar to discursive grammar of meaning.

Thus, grammar cannot be an end in itself or a point of reference, but rather a point of arrival, and the appropriate grammatical categories are intuited or deduced on based on the situations and contexts for communicative tasks of the linguistic material being studied.

The process of dispensing linguistic material will be carried out based on a high frequency active vocabulary, according to the needs of comprehension and language use, in full accordance with the grammatical terminology acquired in Romanian or the mother tongue.

The order in which the thematic modules with sub-themes recommended in this curriculum will be addressed, will be determined by the specifics of the learning unit, their use in everyday situations or contexts, the texts proposed for reading or listening, and the accomplishment of specific active tasks. The basic vocabulary (approximately 200-250 words for each grade), flexible in terms of content, will need to include lexical units relevant to the students' daily experience, in order to facilitate their communication in situations of interest to them, in accordance with the proposed thematic modules and sub-themes: Personal environment, Family, Natural environment, Social and informational environment, School and Cultural environment.

One of the fundamental aspects of language teaching-learning in the national Gymnasium level is the importance of the student's personality and his active involvement in the teaching-learning-assessment

process around which the educational initiatives will be centered. The teacher is encouraged to create an appropriate motivational framework for the student to learn the foreign language.

In this sense, three basic pedagogical elements are needed: the stimulation of interest in the learning process, the facilitation or organization of events based on active use of the foreign language as a means of communication, and the addressing of thematic topics according to the age, preferences and interests of the 21<sup>st</sup> century student. So, in order to develop students' self-confidence and to allow them to see themselves as co-participants in the teaching-learning process and to develop their delivery or fluency of expression, it is recommended to organize activities in pairs or in groups, online or offline, carefully guided or supervised by the teacher as a partner of the educational act as well as to implement of group school projects, volunteering and civic involvement projects, and national and international school partnerships. The most current suggestion for authors of foreign language textbooks is to develop a new generation of textbooks focused on CEFR principles and corresponding to A2 + level descriptors. As in the case of the curriculum at primary level, special emphasis will be made on developing the ability to understand the communicative function of the language and its value as a whole or as a system, based on language competence, using situations relevant to students. Both textbook designers and teachers are invited to apply in practice the curricular principles set out in the *Conceptual Guidelines*: repetition and restructuring of the material, accessibility, an individualized approach, a communicative approach to linguistic and thematic content, an intercultural approach, a focus on success etc., according to the specifics of the educational projects implemented at the Gymnasium level. In support of this implementation, various active and interactive teaching strategies can be recommended, such as: expository strategies; illustrative-explanatory teaching strategies, heuristic strategies; algorithmic strategies; cooperative learning strategies; problem-based strategies, all of which are reflected in more detail in the NCRF (2017).

The adoption of alternative methodologies for teaching-learning, of task-based learning, of discovery-based learning and problem-solving, of project-based learning and of school-based learning is welcome and recommended.

At the Gymnasium level, it is recommended that the teacher make extensive use of illustrative teaching materials (images, concrete objects, tables, diagrams, infographics, digital products, etc.), modern educational tools (computer, TV, video media, interactive whiteboard, tablets, mobile phones, etc.), attractive playful activities / exercises (associations, choices, imitations, viewings, lyrics, songs, poems, stories, folktales) , skits, etc.) and digital media (websites, blogs, online movies with interactive activities, Posters and collages in traditional and digital format and digital posters, digital dictionaries, materials in mp3 and mp4 format, etc.).

A comprehensive assessment of learning will include an assessment of learning processes, skills acquired, progress made, product outcomes and lifelong learning. Formative assessment will allow both the teacher and the student to establish the level of acquisition of skills and knowledge, to identify gaps and their causes and to improve the teaching / learning process. In this context, teachers will use both traditional methods and supplementary methods and assessment tools, namely: systematic observation based on observation checklists, classwork and homework theme designed with assessment in mind, individual and group projects, portfolios, reading journals and self-assessment.

For the development of competences in the so-called areas of connection and comparison, textbook authors and teachers are encouraged to consult the Companion Volume of the CEFR published in 2018, where they can find freshly developed descriptors which must be the basis for the formulation of tasks and



curricular projects in the form of (pluri- / inter-) cultural or multilingual competence according to the 2018 version of CEFR. The multilingual dimension, associated with that of the CEFR, values the cultural and linguistic diversity of the individual learning FL. It emphasizes the needs of students as social actors to capitalize on their linguistic and cultural resources, as well as their experiences, in order to participate fully in social and educational contexts, to achieve mutual understanding to obtain the means of access to knowledge and, consequently, to broaden their linguistic and cultural repertoire.

Homework will be designed in accordance with the curricular requirements for *Foreign Language* set out in the Framework Plan. For time management of homework, the teacher will calculate the estimated average length of time required to complete each task, recording it in the plan of the learning unit or lesson. The amount of homework assigned will not exceed 1/3 of the amount of classwork completed during the lesson. We recommend alternating classic, traditional homework with practical application assignments, related to real life situations: implementation of national and international projects, establishment of educational partnerships with community partners, organization of exhibitions, involvement in extracurricular events, or visits to companies, educational centers, and NGOs in the field of education, in accordance with the preferences and interests of students.

This homework, consisting of complex tasks with an increased degree of difficulty, usually performed long-term (projects, practical / investigative works, essays, oral communications, etc.) will be assessed for a grade. The teacher will propose exercises from the textbook approved by the ministry as a topic for homework, or will create independent tasks. Homework will focus 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. These complex tasks, with an increased degree of difficulty (essay, literary commentary, research projects, etc.) will be assigned only once per learning unit, with the requirements for their successful completion announced at the outset. The types of homework assigned will include a balanced focus on, on receptive activities (listening or reading), and productive activities (writing, speaking), along with interaction or mediation, while integrating the 4 types of fundamental skills: writing, reading, listening, and speaking. Writing assignments in the foreign language will not exceed 5-7 sentences ( 0.3 pages) for 5<sup>th</sup> - 7<sup>th</sup> grades and 0.5-0.75 pages for 7<sup>th</sup>- 9<sup>th</sup> grades. Written homework will be alternated with oral, listening, and watching audio-visual media, in order to facilitate the process of developing correct pronunciation. Watching video clips, animated films, educational broadcasts, artistic and documentary films and shows as well as working with digital materials will be encouraged. 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 teacher will supervise both access to these sources as well as the length of the media item, so that watching / listening to it does not require an excessive amount of time and the length is age-appropriate.

A new feature this year for Gymnasium classes is the introduction of transdisciplinary activities. Every term, interdisciplinary educational projects will be carried out, in which the emphasis will be on flexible approaches that encourage positive interaction, motivation and involvement of students in their own educational process, elements of learning beyond the classroom (outdoor education) in the contexts of: adventure learning / expeditionary learning, discovery learning, experiential learning, research learning, project-based learning, task-based learning, etc.

Following the methodology suggested by the CEFR Companion Volume in 2018, we will invite textbook designers and teachers who teach FL at the Gymnasium level to include tasks from a communicative or active-learning perspective, with a transdisciplinary approach, focused on the student and his needs, in the

completion of learning units, depending on the type of competence being developed and the intended thematic module. The implementation of the new curriculum will favor a focus on topicality and on the achievement of inter- and transdisciplinarity in authentic learning contexts from an active-learning perspective. Teachers and textbook authors will have at their disposal a wide range of products, activities and thematic suggestions that will guide them in the direction required by the new rules and rigors related to language teaching in the 21st century. 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, activities as well as attractive playful exercises and modern, interactive digital media. They will continue to exploit the principles of individualization, differentiation, and personalization of the educational process.

**CURRICULUM  
IMPLEMENTATION  
GUIDE**

# INTRODUCTION

This guide for the implementation of the Curriculum for *Foreign Language* in Gymnasium Education is an important reference for teachers, textbook authors and decision makers for the successful implementation of the latest curricular provisions developed in accordance with the Companion Volume to the Common European Framework of Reference for Languages published in 2018.

The guide is an important resource that provides key theoretical and practical information on the methodology of the language teaching-learning-assessment process and has been specially designed to function as a tool for the development of teachers' professional skills.

The methodological suggestions and the models of evaluations and tasks are offered to teachers in order to approach the teaching of foreign languages from an active-learning perspective. Teachers are encouraged to approach the content of the guide in a creative and personalized way, adapting it as appropriate to the specifics of the teaching process.

In order to properly implement the recommendations included in this guide, we suggest taking into account all the factors that influence the process of acquiring a foreign language: the theory of multiple intelligences, the students' needs and interests, the actual conditions and possibilities in which the Foreign Language educational process takes place. This document includes important benchmarks regarding the new features included in the Companion Volume of the Common European Framework of Reference for Languages published in 2018, such as online mediation and interaction. Examples of evaluations based on rubrics and checklists as well as models of tasks involving the creation of digital products are also offered. Equally important are the conditions that will ensure an efficient implementation of the current Foreign Language Curriculum in the Gymnasium:

- Fostering an efficient management of curriculum implementation for Gymnasium Education;
- Creation of a favorable academic climate for foreign languages in the Gymnasium at all levels;
- Creation of the learning environment based on an active-learning perspective;
- Creation of 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 Inter sectoral Strategy for the development of parenting skills and competences for the years 2016-2021;
- Effective partnership with community representatives;
- Partnership with strategic partners who promote the study of foreign languages at the local and international levels.

The implementation of the provisions of this guide will contribute to better equipping foreign language teachers with the skills and competences necessary 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 sense, the guide must be treated as an important and useful tool for achieving a quality of the educational process.

# 1. CONCEPTUAL/THEORETICAL REFERENCES OF THE CURRICULUM

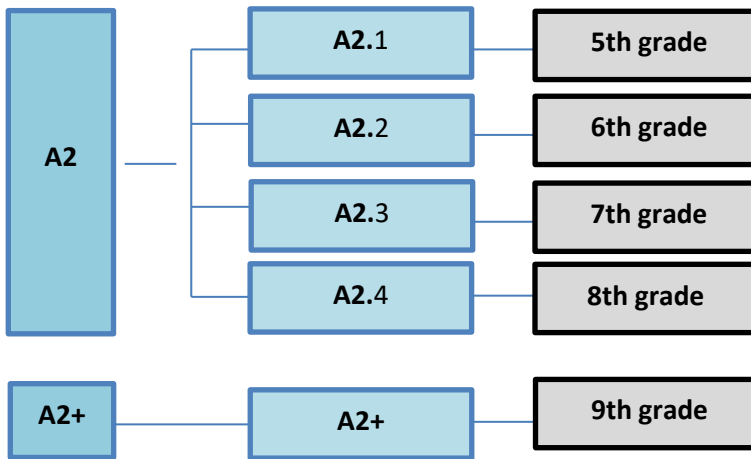
## 1.1. The concept of curriculum in the Foreign Language discipline

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

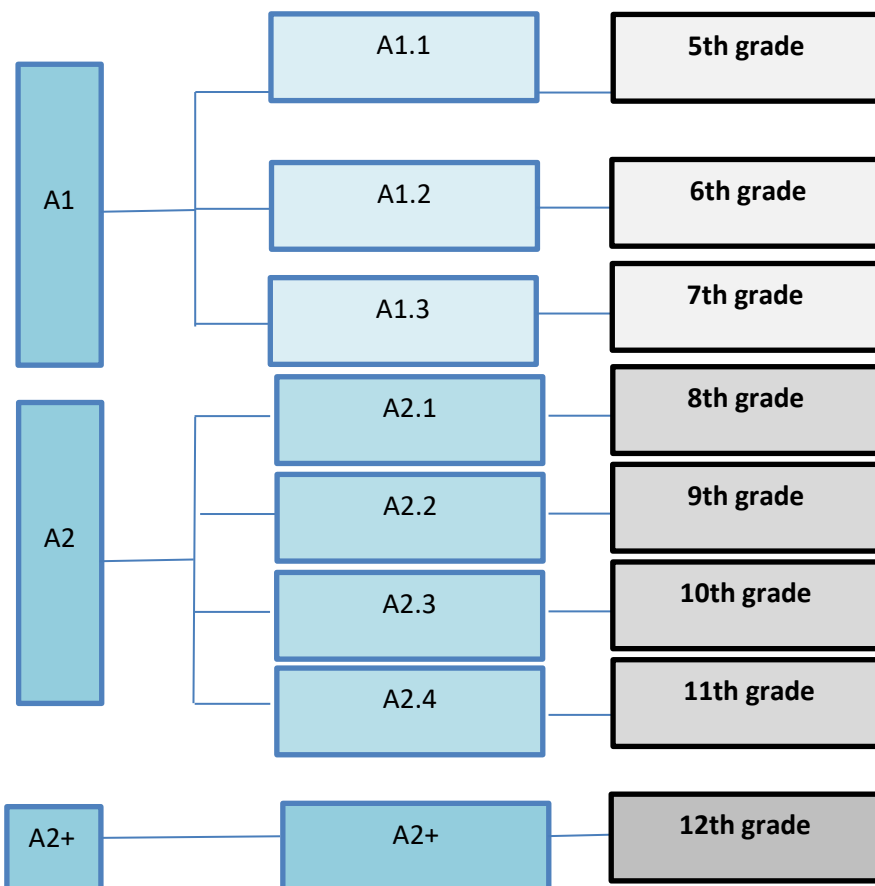
This document corresponds to the challenges and changes of the digital age: globalization, digitalization, technologization, the crisis of values; but, also to those of modern society: socio-political, economic, and demographic crises, and even crises within the national educational system: curricular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

The curriculum for FL is linked to both curriculum as a process (research-design-teaching-learning), and to curriculum as a product (a reference framework of programs, guides, notebooks, tests, etc.). The development of the present Guide has taken into account: the orientation towards Active Learning, towards Learning to Learn, towards the formation of competences, and towards the development 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 (A2+ at the Gymnasium level). **Level A2 + will be achieved in stages through sublevels A2.1, A2.2, A2.3, A2.4, congruent with the complex progression through the subject matter by grades, based on the national curriculum for FL I (CNLS1) for the high school cycle, 2019 edition, and CECRL levels A2 and A2 +, 2018.**

### Gymnasium level



**Note:** For **Foreign Language 2 (LS2)** the progression of the language knowledge levels at the gymnasium cycle will be made according to the following table



The guide is addressed to teachers who teach FL in the Gymnasium grades, education managers and textbook authors. The conditions that will ensure a successful implementation of the Curriculum developed for FL include the following:

- Permanent adaptation of FL Curriculum to the CEFR;

- Compliance with and promotion of the European policies on language learning included in the Companion Volume to the CEFR published in 2018;
- Fostering an efficient management of curriculum implementation for Gymnasium Education;
- Creating a favorable psychological and relational climate in FL at all levels;
- Creating an appropriate learning environment in FL;
- Creating a motivational framework for teachers and for students studying FL;
- Conscious integration of changes and new features into the curricular framework;
- Effective partnership with parents in light of the Intersectoral Strategy for the development of parenting skills and competences for the years 2016-2022;
- 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 discipline Foreign language

The publication of the Companion Volume to the CEFR in 2018 required the introduction of a series of reconceptualizations within the FL Curriculum of. 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 from the companion volume, namely A2 + for the Gymnasium cycle;
- Specification of the idea of *competence* and formulation of the new competences: linguistic competence, sociolinguistic competence, pragmatic competence and (pluri- / inter-) cultural competence;
- The appearance of the concept of the Competence Unit that replaced the sub-competence;
- Organization of thematic suggestions in increments, by grades, according to each course of studies;
- Sequential organization of grammatical contents, by grades, according to each course of studies;
- Introduction of a section dedicated to learning activities and recommended learning products;
- Introduction of the elements related to the development of mediation skills in the students.

## Phased table of specific competences in the Foreign Language discipline

Specific competence	Primary education	Gymnasium education	High School Education
<b>Linguistic competence</b>	Discrimination of linguistic elements through the formation of simple, short, correct messages, showing interest in valuing the language as a system	Application of the linguistic norms in the formulation of simple, correct messages, valuing the language as a system	Use of formal linguistic resources in carrying out communicative acts, showing flexibility and self-control
<b>Sociolinguistic competence</b>	The use of linguistic elements, demonstrating creativity in the use of the language within the framework social contact.	The use of linguistic structures, demonstrating the functionality of the language within the framework of a social contact	Actualization of linguistic resources in diverse communicative situations, valuing the social dimension of the language
<b>Pragmatic competence</b>	Adaptation of the linguistic elements to common / familiar contexts, demonstrating correctness and coherence in structuring the message	The 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
<b>Cultural (pluri- / inter) competence</b>	Appreciation of the specific elements of the culture of the foreign language studied, expression of interest and respect for the values of another culture.	Appropriation of elements specific to the target language culture, showing openness and motivation for intercultural dialogue	Integration of the specific features of the target language culture in contexts of intercultural communication, expressing empathy / tolerance and acceptance of cultural diversity

The functions of the FL Curriculum stem from the stipulations of NCRF and are characterized by conceptualization and design, by regulation and establishment of norms, by orientation and synchronization with the current national and international trends in the educational system. Thus, at the end of the Gymnasium level, the students will demonstrate competence in FL in accordance with the A2 +



level based on the new CEFR descriptors. In the Gymnasium cycle, the curricular approach will be in stages by grade levels and by types of competences and learning units and will correlate with the final goals for each grade, and at the end the student will be able to:

- Correctly use lexical and syntactic structures and simple grammatical forms specific to the foreign language in everyday contexts;
- Read texts of medium complexity in a correct and fluent rhythm;
- Use common formulas of address, greeting and politeness in simple social contexts;
- Express opinions, tastes and preferences in connection with topics of interest;
- Initiate, maintain, and conclude short conversations in common social contexts;
- Describe the main themes and characters from literary / non-literary works under study, in simple terms, with reference to familiar situations
- Adapt available linguistic resources to identify solutions involving compromise or agreement in intercultural exchanges, using diverse strategies;
- Integrate cultural knowledge in order to appreciate important achievements in various fields specific to the allophone space;
- Act as a mediator to communicate the essence / main idea presented in everyday situations,

***Displaying specific overall attitudes:***

- Appreciating the language as a system;
- Demonstrating the functionality of the language within a social contact;
- Coherence and precision in communication;
- Openness to and motivation for intercultural dialogue.

The updated Curriculum is based on the following key concepts:

- **Communicative act:** Act through which the communication process can be performed.
- **Linguistic competence:** Application of the linguistic norms in the formation of simple, short correct messages, valuing the language as a system.
- **Sociolinguistic competence:** The use of linguistic structures, demonstrating the functionality of the language within the framework of the social contact.
- **Pragmatic competence:** The use of the linguistic structures in familiar and predictable contexts, demonstrating coherence and accuracy in communication.
- **(Pluri- / inter-) cultural competence:** Appropriation of elements specific to the culture of the target language countries, showing broad-mindedness and motivation for intercultural dialogue.

- **Contents:** means / instruments for developing the competences in students.
- **Goals/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 formed / developed.
- **Language:** a complex system of signs, symbols and grammatical rules, the basic tool of interpersonal communication.
- **Speech:** materialization of language by an individual in interpersonal communication.
- **Language:** an interpersonal communicative system through verbal and nonverbal means.
- **Mediation:** activity that enables an accessible (re) formulation of a primary text through translation or interpretation, summary or synthesis.
- **Task:** the action of one or more individuals that strategically mobilize their abilities to achieve a given result.

The design and achievement of the FL didactic process at the Gymnasium/secondary level will be based on the following principles:

- *The principle of harmonious development of the student's personality;*
- *The principle of reviewing and recycling the material by varying the teaching activities and strategies;*
- *The principle of illustration in the presentation of the teaching material;*
- *The principle of accessibility (from simple to complex) in the presentation of the contents;*
- *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 contents;*
- *The principle of an intercultural approach;*
- *The principle of the active co-participation 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 the active-learning approach to the language, in order to extend the communicative competences in the foreign language with a focus on academic and professional choice and the nurture of the proper attitudes in the development of the adolescent's personality. The revised competences reflect the shift of emphasis from the teaching process to the learning process, highlight the

predominance of the results over the presentations, and reiterate the importance of a formative-developmental education over an informative-reproductive one.

The linguistic contents have been simplified and transformed into functional realities, which 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 element of innovation for the Gymnasium grades is the introduction of transdisciplinary and interdisciplinary activities, which are based on flexible approaches that encourage positive interaction, motivation and involvement of students in their own development, elements of learning beyond the classroom (outdoor education) in the contexts of: adventure learning / expeditionary learning, discovery learning, experiential learning, research learning, project-based learning, task-based learning, etc. **This guide encourages the implementation of term-wide 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 newly-developed Curriculum, reflects the need to integrate elements belonging to the reconceptualized compulsory 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 competences, but also to foster students' self-knowledge as part of their development into informed, active, and honest citizens, who will be able to interact openly and freely, demonstrating responsibility in career decision making and personal development throughout life.

The thematic suggestions were organized in six groups: **the student's personal environment, family, school, the natural environment, the social and informational environment and the cultural environment.**

The communicative acts, the activities and the recommended learning products were formulated through the prism of some methodological innovations, based on the interests and preferences of the 21st century adolescent. Among them are modern methods and methodological alternatives for teaching-learning-assessment that involve the development not only of language competences, but also of imagination, creativity, interactivity, and direct participation of those being taught in the teaching-learning process. Recommendations in this guide include: task-based learning, discovery learning, problem-solving learning, project-based learning, and school-based partnership learning. 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 games, case studies, simulations, viewing of digital resources, skits, debates, motivational speeches) and digital media (websites, blogs, vlogs, movies, digital collages, digital posters, digital dictionaries, materials in mp3 and mp4 format, SMART software, etc.).

# 2. CURRICULUM PLANNING GUIDELINES

## 2.1. Curriculum for Foreign Language as an educational plan

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, the teacher assumes, through personalized educational design, the responsibility to provide the students with individualized school paths, in accordance with specific conditions and requirements. Following the concept of the Curriculum for Gymnasium and High School Education, we emphasize the fact that educational design for a school subject, such as FL, supposes on the part of the teacher an anticipatory mindset about the development of classroom events, a pre-planning of teaching, learning, and evaluation on two interrelated 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 of his responsibility regarding the need to effectively focus on the student.

The multi-leveled educational design 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

The multi-leveled educational design documents are administrative documents that implement the subject area curriculum (school curriculum) in a customized manner within the concrete conditions of the educational process in the classroom, in the context of allocating methodological, temporal and material resources, as considered optimal by the teacher. Thus, the FL curriculum is the main set of guidelines, 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 is drawn up according to the data from the Long-term Plan and taking into account the prescribed allocation of class hours per content unit. The systems of competence units, designed for a Learning unit, are integrated into the **summative evaluation** at the end of the Learning unit and selectively into the **formative evaluation** along the way. These systems support the didactic design of the learning units and the short-term didactic design. Similarly, the outcome systems synthesized throughout each grade will be assessed through the **summative evaluation** at the end of the schoolyear.

**Competence units** are components of competences. They facilitate the formation of specific competences, representing stages in their acquisition. The Competence Units represent the acquisitions that the student must make in order to develop his competences, not only those specific to the subject. One and the same pre-acquisition can be significant for all categories of competences formed for students.

**Content units** constitute informational means through which the development of the systems of competence units planned for the given Learning Unit is carried out. In this respect, the goal is to develop not only the competences specific to the discipline, but also the transversal / transdisciplinary ones. The

content units include lists of discipline-specific terms: words / phrases that must enter the student's active vocabulary by the end of that learning unit.

**Communicative acts** refer to the manner of transmitting messages through different means of verbal communication (oral / written / through different 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 significant contexts for the demonstration of the competence units designed for training / development and evaluation within the given learning unit. The teacher has the freedom and responsibility to capitalize on this personalized list at the level of planning and conducting lessons, but also to supplement it based on the features of the specific grade of students, available resources, so on.

## 2.2. Long-term educational planning

In the process of developing the Long-Term Plans (LTP) the teacher will be guided by the official documents and the educational conception of the subject. The requirements in the planning process:

- Use of a specific template, agreed upon at the institution level;
- Assumption that LTP is a functional tool that ensures a rhythmic cycle of content and evaluations, in line with the structure of the school year and oriented towards the achievement of curricular goals by the students in the class;
- Discrimination of the compulsory elements from the optional ones: the curricular contents are compulsory for study, and the choice of motivating text and the judicious allocation of time is at the discretion of the teacher;
- Correct inclusion of the exact calendar date for each lesson (in line the structure of the school year according to the Framework Plan);
- Creation of plans starting from the specific competences and sub-competences designed for each grade, the content units and the recommended time resources;
- Inclusion of time for the completion of thematic projects, within the teaching units (allocating them 1 or 2 hours, as needed), as well as planning of time for the presentation and evaluation of the thematic projects, within the teaching units;
- Observation of the alternation of the forms of evaluation, depending on the specific competence of the learning unit, and the clear indication of the evaluation instruments;
- ensuring the formative character of learning by varying the strategies and working methods.

### 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 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 evaluations, in line with on the structure of the school year and oriented towards the achievement of 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 - beneficial, first of all, for the student; edited 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, and the planning of each Learning unit (module) takes place throughout the year, as the implementation of the 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.
- **Specific competences** of the subject - 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, teaching guidelines, independent activity books for students, collections of tests, educational software, etc.*

## FOREIGN LANGUAGE LONG TERM PLAN

Will have the following structure:

No. of hours per week	No. of hours per year

Learning Units	No. of hours	Evaluations/Assessments		Comments
		IE/IA	SE/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 the 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, taking into account: the recommendations of the Curriculum; the relevant contents of the textbook; the complexity of the contents; and the students' learning rate.
- **Evaluations** - the number of initial evaluations (IE) and summative evaluations (SE) during each learning unit is planned. Thus, the teacher will be able to clarify whether the allocation of grades into modules will allow him to efficiently carry out the formative evaluation process and to ensure its continuity. At the same time, it also creates an overview of the teaching process for the subject. The number of summative evaluations in FL is determined considering the recommendations of the Methodological Letter compiled annually by the MECR.
- **Remarks** - Any changes that may occur during the school year are recorded.

## LEARNING UNIT PLAN

### MODEL no. 1

Learning unit: \_\_\_\_\_

No. of allocated hours: \_\_\_\_\_

Competence units	Content details	No. of hours	Date	Resources	Evaluations	Remarks

### MODEL no. 2

Learning unit: \_\_\_\_\_

No. of allocated hours: \_\_\_\_\_

Date	Subject of the lesson	Lesson type	Competence Units	Lesson stages	Contents and teaching resources	Teaching strategies	Assessment/ 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 module given in the 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** - the thematic topics allocated for each class, which can be taken from the MECR approved guidelines, from the list of contents of the Curriculum; then, according to the specifics of the subject, the teacher's creativity and other factors, the learning path is explained for each lesson - briefly or in detail; the entries in this section must highlight the essential understandings that will be included in the gradebook for each lesson.

<b>IMPORTANT!</b>	<p>In the planning process, the principle of complex approach will be observed; the teacher ensures that, within each lesson, he/she harmoniously and efficiently integrates the four fundamental skills:</p> <ul style="list-style-type: none"><li>• Listening to / receiving oral messages</li><li>• Reading / receiving written messages</li><li>• Written communication / production of written messages and interaction</li><li>• Oral communication / production of oral messages and interaction</li></ul>
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- **Date** - enter the calendar date for each thematic subject indicated in the previous column, taking into account the structure of the school year.
- **Resources** – indicate the pages from the textbook and, possibly, from supplementary resources, for each thematic subject; at the discretion of the Teacher, other elements can be noted (teaching materials, organization of activities, etc.); at the level of the learning unit it is not necessary to plan the methods and forms of the didactic activity at lessons (if desired, references to this aspect can be made in the content details).
- **Evaluation/Assessment** - the lessons in which evaluations/assessments are planned should be indicated:
  - an initial evaluation (IE);
  - formative assessments (FE);
  - a summative assessment (SE).

### For the *Foreign Language* subject area:

- At the beginning of the year or term an IE is planned;



- The number of SE is determined taking into account the recommendations stipulated in the Methodological Guidelines of the MEQR, usually at the end of each learning unit;
- The allocation of the FE over the course of instruction is determined in accordance with the learning rate of the students, and other possible factors;
- At least two FE will be designed during the course completed by SE;
- After each summative evaluation, a lesson of differentiated post-evaluation activities is carried out: review, training, development. It is recommended to plan the Competence Units and / or the products selected for each FE.

**Comments** – Any changes that may occur during the school year are recorded

<b>IMPORTANT!</b>	At least 30% of the lessons in a Learning unit will include audio-visual reception elements. The duration of the audio-visual reception clips within the lesson is determined according to the level of competence of the students, showing a gradual increase.
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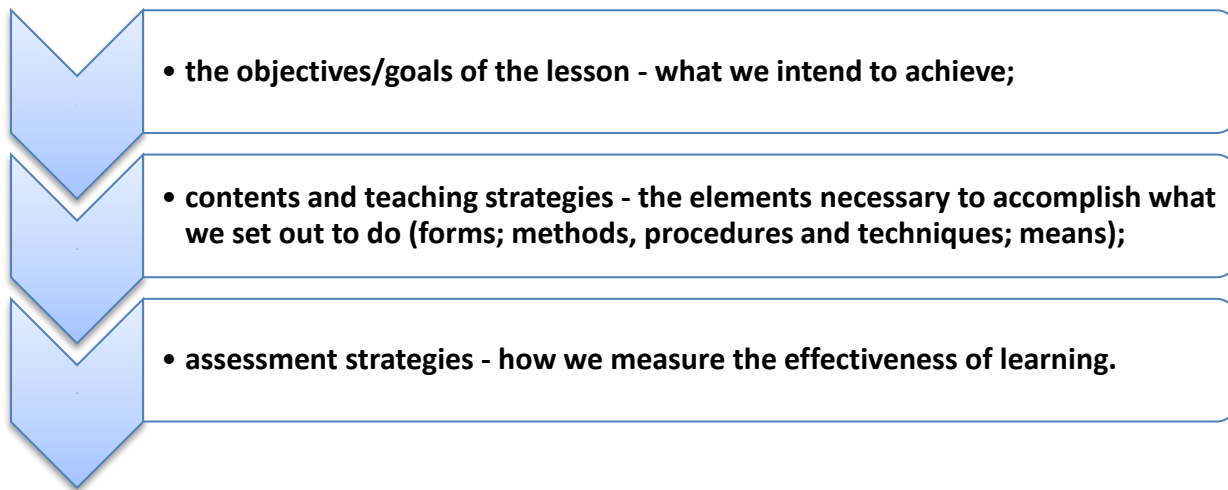
### MODEL OF LONG-TERM PLAN

Specific competence	Competence Units	Learning unit	Thematic / linguistic contents	No. of hours	Date	Teaching strategies and evaluation techniques	Remarks

- **The Specific Competence** section will be completed by numbering: SC1, SC2, etc.
- **The Competence Units** will be written as they are recorded in the Curriculum: 1.1, 1.2, etc.

### 2.3. Short term Plans

The short-term plan is based on three interrelated benchmarks



The curricular documents emphasize the fact that the focus of Gymnasium and high school education on the development of competences presumes their application at the level of the short-term lesson plan, correlating with those components of the learning unit which are targeted by the lesson.

**The type of the lesson:** the development of a lesson plan begins with the classification of the lesson within the Learning unit, which implies the definition of the type of lesson, and the type of the lesson corresponds to the type of evaluation that can be used in the lesson. From the EDC perspective, this correlation is outlined as follows. Interactive formative assessment activities can and should be carried out in any type of lesson, targeting different aspects, including attitudinal and the metacognitive ones.

#### MODEL HEADER OF THE DAILY LESSON PLAN

**Lesson subject:**

**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:**

**Evaluation:**

**Table 1.** Types of lessons from the perspective of developing competences.

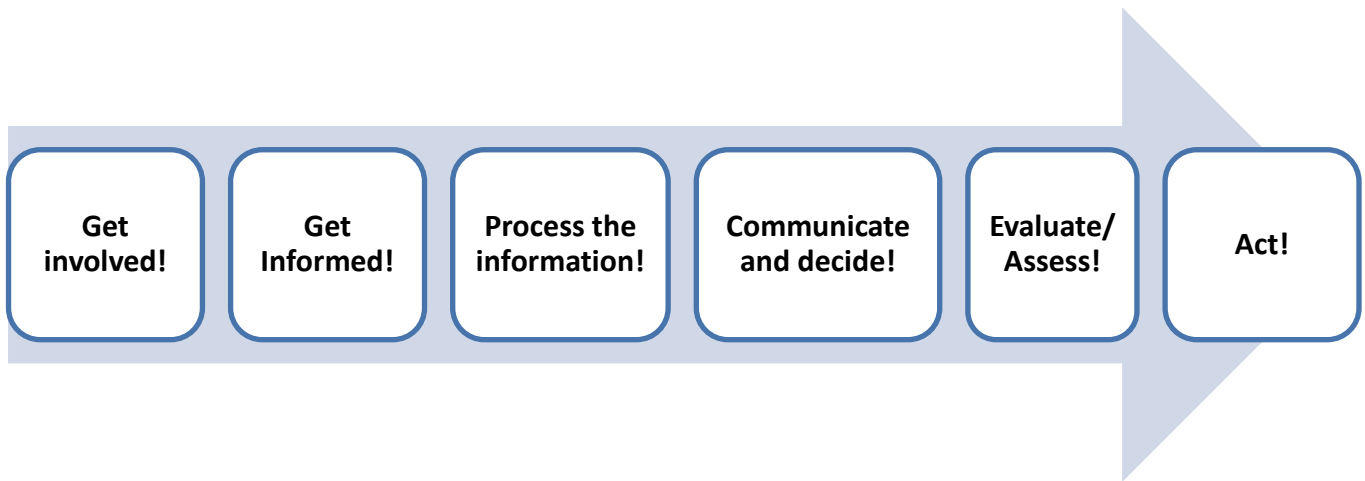
**Instructional Sequences**

Developing Knowledge Acquisition Abilities Lesson	Developing Comprehension And Understanding Lesson	Developing Knowledge Application Abilities Lesson
<ol style="list-style-type: none"> <li>1. Class organization</li> <li>2. Checking homework. Review and Activation of prior knowledge</li> <li>3. Teaching-learning new material</li> <li>4. Consolidation of the material taught practice: at the reproduction level</li> <li>5. Timely, instructive evaluation of the new subject material</li> <li>6. Review of the lesson. Conclusions.</li> <li>7. Announcement of the homework</li> </ol>	<ol style="list-style-type: none"> <li>1. Class organization</li> <li>2. Checking the homework. Review and Activation of prior knowledge</li> <li>3. Consolidation of the material taught and practice at the level of: a) reproduction; b) production</li> <li>4. Timely, instructive evaluation</li> <li>5. Review of the lesson. Conclusions.</li> <li>6. Announcement of the homework</li> </ol>	<ol style="list-style-type: none"> <li>1. Class organization</li> <li>2. Checking the homework. Review and Activation of prior knowledge</li> <li>3. Consolidation of the material taught and practice at the level of: a) production; b) transfer to other areas</li> <li>4. Timely, instructive evaluation</li> <li>5. Review of the lesson. Conclusions.</li> <li>6. Announcement of the homework</li> </ol>

Developing Analysis-Synthesis Abilities Lesson	Developing Evaluation Abilities Lesson	Mixed Lesson
<ol style="list-style-type: none"> <li>1. Class organization</li> <li>2. Checking the homework.</li> <li>3. Analysis-synthesis of the theoretical material under study (systematization, classification, generalization)</li> <li>4. Analysis-synthesis of the solution methods studied at the appropriate level: a) productive, with transfers to other areas; b) creative</li> <li>5. Timely evaluation, instructive</li> <li>6. Review of the lesson. Conclusions.</li> <li>7. Announcement of the homework</li> </ol>	<ol style="list-style-type: none"> <li>1. Class organization</li> <li>2. Instructions for carrying out the evaluation task</li> <li>3. Carrying out the evaluation task</li> <li>4. The review of the lesson. Conclusions</li> <li>5. Announcement of the homework</li> </ol>	<ol style="list-style-type: none"> <li>1. Class organization</li> <li>2. Checking the homework. Review and activation of prior knowledge</li> <li>3. Consolidation of the material taught and practice at the level of: a) production; b) transfer to other areas</li> <li>4. Timely, instructive evaluation</li> <li>5. Review of the lesson. conclusions</li> <li>6. Announcing the homework</li> </ol>

The ERRE model is configured as a teaching framework for planning and learning, conducive to the development of critical thinking. The correlation between the ERRE phases and the competence formation process can be represented through a series of 6 steps which facilitate competence formation and which correspond to the stages:

- **Evocation**
- **Realization of Meaning**
- **Reflection**
- **Extension**



# 3. METHODOLOGICAL AND PROCEDURAL REFERENCES IN THE CURRICULUM

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

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

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

- a. through direct contact with situations requiring authentic use of a language;
  - Through face-to-face communication with native speakers;
  - Listening to conversations in which they do not participate;
  - Listening to radio shows and recordings;
  - Listening to and watching TV shows, movies, and video recordings;
  - Reading non-leveled, unaltered written texts (newspapers, magazines, stories, novels, posters and billboards displayed in public, etc.);
  - using software and CD-ROMs;
  - participating in online or offline forums;
- b. By direct contact with selected (leveled) oral speeches and written texts in FL ("comprehensible 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 given objectives and using the available pedagogical 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 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 their 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. The activities organized in the classroom, 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: written interaction in the online environment and mediation between two languages or two interlocutors who speak the same or two different languages.

Textbook designers, 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 linguistic and thematic contents,
- an intercultural approach
- a focus on success.

### 3.2. Teaching-learning strategies specific to the *Foreign language* discipline

In support of this implementation, various **active and interactive teaching 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 propose that teachers and textbook authors explore the **methodological alternatives of teaching-learning-assessment**, 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 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; the 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 seeker of scientific knowledge and is a technique whereby students are put in a position to discover the truth, reconstructing the road to the 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: organizing and correlating 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 a foreign language to identify specific sounds, groups of sounds, intonations and pronunciation patterns, holding discussions based on a case study, developing an interactive poster in a traditional/digital format about your favorite topic or communicating online with peers abroad, students are involved in authentic activities that motivate them to discover the world beyond the walls of the classroom.

**Task-based learning** - students encounter problems - not only in terms of 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, so that the students develop not only language competences, 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 involved in practical activities, which make learning fun and also challenge them to learn new things.

**Problem-based learning** - is part of the paradigm shift from teaching to learning, with teachers playing the role of facilitators of learning. The method uses cases (constructed scenarios) that involve a problem which 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, which they need to research and learn, which brings with it the responsibility for sources of information. Whether making a CV in digital format to get a scholarship or participate in a school competition, 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 activities involving investigation of compelling problems and yields authentic products. Projects are developed from challenging questions that cannot be answered through memory-based learning. Through projects, the 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 making a documentary about environmental issues, creating

a tourist brochure to highlight places of historical significance in their community, or preparing a multimedia presentation about the pros and cons of building a mall, students are involved in real-life activities with significance beyond the classroom or school.

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

### 3.3. Strategies and tools for evaluating learning outcomes

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

Strategies and instruments for evaluating the learning outcomes, specific to the Foreign Language subject area, recommended by the Common European Framework of Reference for Languages:

- A **simulated conversation** for the oral assessment.
- A **discussion** on general topics that the student is interested in.
- A **written report**, in which the student provides in a brief description of a subject under study using the key vocabulary and the corresponding grammatical structures.
- **Completing a task** which involves goal-oriented cooperation and reaching a consensus between two candidates. The students could work individually or in groups to complete a reading worksheet based on an excerpt or a non-literary / literary text, to create a concept map based on several resources under study 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 rubric:

<b>Checklist</b>	is recommended for continuous assessment or summative assessment and may consist of a list of descriptors for the given level (A2 + at Gymnasium level and B1 + at 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 their name; I can ask him / her where he / she lives; I can ask him / her how old he / she is, etc.”
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<b>Rubric/Grid</b>	is recommended for continuous assessment or summative assessment. The teacher will mark on a grid the categories to be assessed, for example: conversation, exchange of information, questioning, use of target vocabulary, grammatical correctness, pronunciation, fluency and will evaluate them accordingly, for example from “1” to “5” or from “1” to “10”.
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### Recommended Types of Assessment in *Foreign Language*:

- |                             |   |
|-----------------------------|---|
| <b>Formative Assessment</b> | <ul style="list-style-type: none"> <li>• is an ongoing process that allows the collection of information on strengths and weaknesses;</li> <li>• operates at a very detailed level of recently taught language items;</li> <li>• the teacher can use it to organize the teaching-learning-assessment process and pass it on to students;</li> <li>• is often used in a broad sense to include information that is impossible to quantify provided by questionnaires and conversations.</li> </ul>   |
| <b>Summative Assessment</b> | <ul style="list-style-type: none"> <li>• monitors the results obtained at the end of the course and assigns them a grade;</li> <li>• is of a normative nature and, in accordance the scoring system, justifies the grades;</li> <li>• aims to improve the learning process.</li> <li>• evaluates what the student can do. For example, during an activity in a small group of students in the form of a discussion, the teacher observes, compares the results with the criteria of a grid/rubric and evaluates;</li> </ul>                                   |
| <b>Direct Assessment</b>    | <ul style="list-style-type: none"> <li>• is limited to oral and written production and to the comprehension of oral speech in interaction, because it is impossible to directly observe reception activities, as only their effects can be seen;</li> <li>• the richness and mastery of the language can be assessed either directly according to the criteria we propose, or indirectly by interpreting and generalizing the answers to exam questions. Conversation is a classic direct test; a fill-in-the-gap test is a classic indirect test.</li> </ul> |
| <b>Indirect Assessment</b>  | <ul style="list-style-type: none"> <li>• involves a test, usually written, which often assesses the student's potential skills;</li> <li>• reading, for example, is assessed indirectly by asking students to demonstrate their comprehension by checking off the correct answer,</li> </ul>  |

finishing sentences or answering questions.

### **Scale-Based Assessment**

- consists of assessing the level of a given student using a scale consisting of several levels.
- consists of assessing a student in accordance with a list of prepared points relevant to a given level or module;
- the scale of the descriptors can be presented in the form of a questionnaire;
- it can also take the form of a pie chart or any other shape;

### **Evaluation based on a checklist**

- the answers can be Yes / No, but the more complicated ones are not limited to circling or ticking a number (0/1), a word (Yes / No) or a square, but rather are presented as an outline;
- the answer can be further differentiated with a series of options, placing them in on 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 Assessment**

- 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 marked in a global manner on a scale from 0 to 3 or 1 to 5.

### **Oral Assessment**

- aims at the qualitative aspects of communication;
- contains various categories relevant for the evaluation of oral speech, such as: accuracy, cooperation strategies, requesting explanations, fluency, breadth of vocabulary, grammatical accuracy, coherence, vocabulary mastery, thematic development and mastery of the phonological system.

### **Self-assessment**

- is the assessment made by a student regarding his / her own competences.

## EXAMPLES OF TESTS FOR ASSESSMENT

5<sup>th</sup> grade

### A. Read the text and fill in the spaces with the right word in the box. (10 points)

- to cook
- different
- school
- meals
- enjoys
- together
- dinner
- about
- older
- fruit

Daniel is like any other boy. He goes to **1)** \_\_\_\_\_, does his homework, meets his friends and **2)** playing football. But in the evening, he does something **3)**. He cooks **4)** for all the family: mother, father, younger sister Annand **5)** brother Andrew.

**Mother:** It's important for boys to know how **6)**. First, I taught Daniel how to cook easy **7)** like eggs or cereals. Then he started using my recipes. Yesterday he made **8)** salad. It was delicious!

**Daniel:** I love cooking and I think I'm really good at it. It is easy and we have a great time **9)**. In the past Daniel didn't help his parents **10)** \_\_\_\_\_ the house. Today things are different and his mother is very happy.

### B. Circle the right answer (True/False). Correct the false sentences. (10 points)

1. Daniel cooks breakfast for his family. **T/F** \_\_\_\_\_
2. He is the only child in the family. **T/F** \_\_\_\_\_
3. Mother taught Daniel how to cook. **T/F** \_\_\_\_\_
4. Yesterday he made chicken soup. **T/F** \_\_\_\_\_
5. Daniel thinks it is easy to cook. **T/F** \_\_\_\_\_
6. Daniel's sister is very happy. **T/F** \_\_\_\_\_

### C. Choose the correct lines below to complete the dialogue. Write full answers. (10 points)

**A:** May I help you, sir?

**B:** \_\_\_\_\_

**A:** Any specific colour?

**B:** \_\_\_\_\_

**A:** What about this one?

**B:** \_\_\_\_\_

**A:** Well, they come in white, blue and green. Do you like the green shirt?

**B:** \_\_\_\_\_

**A:** £5. Here you are, sir.

**B:** \_\_\_\_\_

1. Not really.
2. No, I don't. I prefer blue. How much does it cost?

3. Yes, please. I'm looking for a school shirt.
4. Here you have the money. Thank you.
5. I like the design. Do you have that in yellow colour, too?

**D. Choose the correct variant. Underline it. (10 points)**

1. *I really like (a/an/--/the) white T-shirt.* 2. *The (girl's/girls'/girls) names are Liz and Betty.*
3. There are *(some/any/no)* apples in that bag. 4. What's *(bad/wrong/happen)?* You look upset.
1. This film is *(badder/worse/worst)* than the last one. 6. I *(am reading/read/reads)* a book now.
7. What time *(he/do he/does he)* get up in the morning? 8. When did John *(phoned/phones/phone)?*
8. He *(haven't/hasn't/doesn't have)* got any sisters. 10. My father likes to travel *(with/on/by)* plane.

**E. Put the words in the right order to make up sentences/questions. (10 points)**

1. did/English/when/you/learning/start? \_\_\_\_\_
2. lunch/near/we/office/have/sometimes/his. \_\_\_\_\_
3. you/listening/enjoy/music/do/to? \_\_\_\_\_
4. doing/in/do/what/like/summer/you? \_\_\_\_\_
5. most/chess/he/successful/player/the/is. \_\_\_\_\_

# 4. NEW ELEMENTS: DIGITAL PRODUCTS AND MEDIATION

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

The integration of digital products into this Curriculum has been occasioned by the changes produced at the European and national level which address the importance of developing the digital competences of students and teachers: *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, Gymnasium 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 and the dissemination of information through information technologies or communication.

Teachers in the digital age are encouraged to use existing digital resources and to create their own digital resources which would dynamically integrate their own text, data, and multimedia objects as well as those taken from external locations. Foreign Language teachers will encourage students to present learning responses in digital format, will involve students in the assessment and editing of digital resources produced by colleagues 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 one's mobile phone, a blog page, a wiki page, or a digital portfolio created with Google Sites. During the Foreign Language classes, students could create: concept maps in Word format, video presentations, reading journals in audio format, questionnaires or surveys in digital format, or online interactive posters.

### Please Note!

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

## EXAMPLES OF EVALUATION OF A DIGITAL PRODUCT



Students worked in teams and created a classroom 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 the using a mobile phone during school activities. In order to evaluate the students' work, the teacher developed a grid/rubric in which he included the targeted competences:

Evaluation categories	Competency indicators		
	1	2	3
<b>Thematic development</b> (to what extent the information placed on the pages reflects the requirements of the task and the content studied in class)	The text only partially reflects the topic.	The text reflects the topic under study to an acceptable extent.	The text reflects the topic under study very well.
<b>Content coherence</b> (how clearly and logically the student expresses himself)	The text contains significant errors.	The text is logically and coherently constructed with some small deviations.	The text is logically and coherently constructed
<b>Target vocabulary used</b> (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
<b>Grammatical and orthographic accuracy</b> (the degree of grammatical and orthographic correctness of the written text)	More than 5 errors were made.	2-3 errors were made.	The text is correct.
Total:			



The students worked in teams and created a video about an imaginary visit to the Louvre museum in Paris, in order to develop their (pluri- / inter) cultural competence. The students compiled a series of photographs reflecting the works of art in the French museum and recorded themselves with their mobile phones, one at a time, while describing 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:

Evaluation categories	Competency indicators		
	1	2	3
<b>Thematic development</b> (the extent to which the information retold in the oral discourse reflects the requirements of the task and the content which has been studied in class)	Oral speech only partially reflects the topic.	Oral speech reflects the topic under study to an acceptable extent.	The oral discourse reflects the topic under study very well.
<b>Fluency and consistency</b> (degree of fluency and coherence of the oral discourse in the video recording)	Oral discourse contains significant errors.	Oral discourse is constructed logically and coherently with some small deviations.	Oral discourse is constructed logically and coherently.
<b>Mastery and volume of vocabulary</b> (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
<b>Grammatical accuracy</b> (the degree of grammatical correctness of 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 that aim to develop the student's communication skills in carrying out activities that involve reception, production, interaction, and mediation (especially translation and interpretation activities), with each of these modes of activity possibly being performed in oral form, in written form, or in both forms. By 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. The communicative activities of mediation that (re) process an existing text occupy a considerable place in the normal linguistic functioning of our societies.

Among the oral mediation activities we find, for example, simultaneous interpretation (meetings, conferences, etc.), informal interpretation for friends, family, foreign visitors, for foreign visitors in their own country, for native speakers, abroad, in both business and mundane situations, of signs, menus, small posters, etc. Among the activities of written mediation are the exact translation of (contracts, legal texts, scientific texts, etc.), literary translation (of novels, theater, poetry, librettos, etc.), summaries and abstracts essence (newspaper and magazine articles, etc.) in L2 or Between L1 and L2, reformulation (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: developing prior knowledge, locating media, preparing 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 which is to be interpreted).

So, in order to include the elements of mediation in the teaching-learning-assessment process, textbook 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 that involves several languages, exploring their 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, tables in oral or written form;
- oral or written retelling of a written text;
- taking notes during lectures, seminars, or meetings;
- personal presentation on creative and literary texts;
- reflection on the 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;
- facilitating in informal situations with friends and colleagues;
- explaining a new concept;
- adapting ones' linguistic repertoire to new situations;
- interaction in the online environment;
- plurilingual and intercultural interaction.



**Example:** When a student receives a student of the same age from another country as a guest, he/she is put in a situation where it is necessary to paraphrase the statements issued by his/her parents, if the parents do not speak the foreign language of the guest. Conversely, the student will explain to the parents what the foreign student has said: he/she will orally translate his / her requests or comments, usually in a simpler form,

using paraphrasing and summary. 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 not at equal.



### Example of a task that includes mediation activities



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