



**LESSON PLANNING. THIRD TERM ( APRIL-JUNE 2010)**

| CONTENTS 1 <sup>ST</sup> TERM  | CONTENTS 3 <sup>RD</sup> TERM   |
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| <p style="text-align: center;"><b><u>GRAMMAR.-</u></b></p> <ul style="list-style-type: none"> <li>• <b>Verb tenses</b></li> <li>1.- Present simple ; 2. Present continuous.</li> <li>3.- Past simple ; 4.- Past continuous ;</li> <li>5.- Present Perfect ; 6.- Past Perfect;</li> <li>7.- Used to; 8.- Future simple ;</li> <li>9.- “To be going to” ; 10.- Imperative.</li> <li>11.- Conditional simple</li> <li>• <b>Frequency adverbs.</b></li> <li>• <b>Expression of quantity ( some,any,no..)</b></li> <li>• <b>Comparatives and Superlatives</b></li> <li>• <b>Determiners and pronouns</b></li> <li>• <b>Present Perfect Uses</b></li> <li>• <b>Conditional sentences ( types 0 -1-2)</b></li> <li>• <b>Passive Voice.</b></li> <li>• <b>Relative sentences</b></li> <li>• <b>Too and enough</b></li> <li>• <b>Prepositions of time.</b></li> </ul> <p><b><u>USE OF ENGLISH AND VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• How to Express contrast ( but, however, unlike, on the one hand, ....)</li> <li>• Classroom language</li> <li>• Adjectives ending in ed/ing</li> <li>• Lend and borrow</li> <li>• The senses</li> <li>• To feel like + Ving.</li> </ul> <p><b><u>PHONETICS</u></b></p> <p>- h / h/ ; - ed / id/ /t/ /d/ ; - <b>bird, turn, girl</b> / / - <b>alk</b> / ok/ ; -<b>ture</b> / / ; <b>The</b> / / and / / - er / / - a/ an</p> | <p style="text-align: center;"><b><u>GRAMMAR.</u></b></p> <p>0.- Get + adjective to show process</p> <p>1.-- Have something done</p> <p>2.-- Else</p> <p>3.-- Left</p> <p>4.- - Adjective formation: ① - y<br/>② - ish<br/>③ - less # ful<br/>④ ed# ing<br/>⑤ adj- noun+ed</p> <p>5.- Reported Speech:<br/>- Introduction.<br/>- Say and tell. Use and differences.<br/>- Changes: verb, pronouns, adverbs.<br/>- Other reporting verbs: apologise, offer, accuse, thank, greet, suggest.</p> <p>6.- Used to # To be used to / To get used to</p> <p>7- Causative Verbs: Let and Make</p> <p>8- Uses of the gerund.</p> <p><b><u>USE OF ENGLISH AND VOCABULARY</u></b></p> <ul style="list-style-type: none"> <li>• How to warn: You’d better...</li> <li>• How to express preference: I’d rather, prefer</li> <li>• How to provide alternatives: instead of</li> <li>• How to invite. Accept and decline invitation.</li> <li>• How to express cause: because of / due to</li> <li>• How to Express sequence.</li> <li>• Do and make</li> <li>• Verbs + Prepositions.</li> </ul> |
| CONTENTS 2 <sup>ND</sup> TERM  | CRITERIA TO CONSIDER  |
| <p style="text-align: center;"><b><u>GRAMMAR.-</u></b></p> <p>1.- Modal verbs</p> <p>2.- Conditionals: all kinds.</p> <p>3.- Result clauses: so and such</p> <p>4.- I Wish + Past Simple / Past Perfect.</p> <p>5.- Concessive clauses: although, in spite of ; despite.</p> <p style="text-align: center;"><b><u>USE OF ENGLISH</u></b></p> <p>1.- How to express advice: should. If I were you.</p> <p>2.- Uses of shall and will.</p> <p style="text-align: center;"><b><u>VOCABULARY</u></b></p> <p>- Essential Vocabulary; - Irregular verbs</p>  | <p><b>1.- EXAMS : MARKS</b></p> <p>GRAMMAR 1.- 3,0 MARKS.</p> <p>GRAMMAR 2.- 2,0 MARKS</p> <p>VOCABULARY 2,5 MARKS</p> <p>READING COMPR. 2,5 MARKS</p> <p>The student must get 5 marks to pass the term and at least 3,5 marks in each of the grammar tests.</p> <p><b>2.- WRITING WORKSHOP</b> ( compulsory and up to 1 point to rounds up).</p> <p><b>3.- PROJECTS DONE BY STUDENTS</b></p>   |

**TESTS**

| CONTENTS  | DATE             |
|---|------------------|
| <b>1.- GRAMMAR 1</b> ( 1 <sup>st</sup> and 2 <sup>nd</sup> Term contents).-           | <b>APRIL, 29</b> |
| <b>2.- GRAMMAR 2</b> ( 3 <sup>rd</sup> term contents).-                               | <b>JUNE, 10</b>  |
| <b>3.- VOCABULARY</b> ( Essential + Irregular verbs + 1st,2nd and 3rd term contents). | <b>MAY, 5</b>    |
| <b>4.- READING COMPREHENSION TEST.</b>  | <b>MAY, 27</b>   |