

FIRST PERIOD PLANNING

September-December

FIELD: Languages and Communication

Subject: English III

First period - 39 hours

A. Key Competences Learning Outcomes

The student:

- listens carefully to short stories
- sings songs in English using the learnt vocabulary and following a given pattern
- pronounces the words correctly but he/she makes some mistakes
- identifies the main characters in a story
- expresses his/her feeling in very simple and short sentences
- names numbers and parts of the body
- follows the instructions given and respects the rules of playing safely
- prepares a very simple project using pictures, colors, words and simple sentences
- respects the rules in school and home of how to be tidy and clean
- participates in games organized in class and knows simple rules of when to speak and answer politely
- works individually, in pairs and groups to carry out the tasks given and makes simple posters
- listens carefully to peers and teacher
- uses his/her ELP (European Language Portfolio) for self assessment

B. Subject Competences Learning Outcomes

The student:

- **listening**; listens to very simple stories about four superheroes and finds simple details; listens to songs about the alphabet , colors, classroom objects and sings along, listens and reads songs about animals and sing along.
- **speaking** ;answers simple questions (how many, what is...); counts and makes simple mathematical calculations; describes simple actions that he/she can do and ask and answer very simple questions using “can” and ready made templates;
- **reading** ;matches pictures with their description; read stories about superheroes and their acts. Read about Go cart race.
- **writing**;writes very short descriptive sentences following a given model; make posters with description of the classroom, animal.
- **use of language**; understands and follows simple classroom instructions ;describes objects and asks and shows their position by using prepositions of place; makes short sentences about their daily routine using present continuous sentences, show objects around the class using personal pronouns and possessive adjectives.

Nr	Topic/Competences	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources
1	Culture formation <ul style="list-style-type: none"> • Listening (7 classes) • Reading (4 classes) 	1.ELP (European Language Portfolio-Level A1) <i>(Welcome back to school! Greetings)</i>	Lear students how to greet in English language Hello, Hi, Good afternoon.	Group work brainstorming questions and answers gap filling pair work	observation assessing answers assessing group work assessing home work	studentbook picture dictionary CD Digital platform photos
2		2. Module 1: At school! (At school/Unit 1) Reading comprehension				
3	Language formation <ul style="list-style-type: none"> • Use of language (16 classes) • Speaking (5 classes) • Writing (4 classes) 	1. Vocabulary: school items/classroom objects, numbers 1-10 2. Workbook exercises	Teacher put students in groups and make a game with colors to learn the alphabet	Group work brainstorming brainstorming pair work	assessing answers assessing group work assessing group work assessing home work	Digital platform photos studentbook workbook
4		Learn how to number 1-10	Students take an object from their school bag or from the class say what it is and underline the first letter than at the end of the class they make the alphabet.			
5		1. Grammar: A/an; What's this? It's a/an ... 2. Workbook exercises				
6						
7	Portfolio (3 classes)	1.Listening: Practice sounds/words through listening				
8		2.Speaking: Dialogue practice (<i>guessing game-Guess: What's in my pencil case?</i>)				
9						

		<p>1 Writing: Write a paragraph about school things; Write a card giving your personal information</p> <p>2. Workbook exercises</p>	<p>Teacher asks students to see around the class and say what they see. Together they learn how those object are called in English.</p> <p>a. students paint their favorite animal and then label the colors they have used.</p> <p>b. students listen and read stories about the superheroes then act about similar conversations pretending they are the superheroes.</p>	<p>Group work</p> <p>brainstorming</p> <p>questions and answers</p> <p>gap filling</p> <p>pair work</p> <p>matching exercises</p> <p>questions and answers</p>	<p>observation</p> <p>assessing answers</p> <p>assessing group work</p> <p>assessing home work</p> <p>using checklists</p> <p>self-assessment</p> <p>assessing home work</p>	<p>Studentbook</p> <p>workbook</p> <p>picture dictionary</p> <p>CD</p> <p>Internet</p> <p>Digital platform</p> <p>Posters, photos</p>
10						
11						
12	<p>1.Project (European Day of Languages)</p> <p>2.Project (European Day of Languages)</p>					
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14	<p>1.Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points)</p> <p>2.Module 2: Toys (Let's play/ unit 2) Reading comprehension</p>					
15						
16	<p>1.Vocabulary: favourite toy, kite, monster, personal belongings, everyday expressions</p> <p>2. Workbook exercises</p>					
17	<p>1.Grammar: The verb "to be"/possessive case</p>					
18	<p>2. Workbook exercises</p>					
19	<p>1.Listening: Practice sounds/words through listening</p> <p>2.Speaking: Dialogue practice: <i>What's this?-It's a...Whose this car? It's...</i></p>					
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22	<p>1. Writing: Write about toys/personal belongings</p> <p>2. Workbook exercises</p>	<p>Students say which are their favorite animals wild or tame than draw them and make a zoo labeling the animals in english.</p> <p>Students choose their favorite animal and describe it. Using the adjectives.</p> <p>Students practice the vocabulary learned by playing the spelling game. One students say a ward another one spell it. Students say if their friend speed the word correctly or not.</p>	<p>Group work</p> <p>brainstorming</p> <p>questions and answers</p> <p>gap filling</p> <p>pair work</p> <p>matching exercises</p> <p>Group work</p> <p>questions and answers</p> <p>gap filling</p> <p>matching exercise</p> <p>Group work</p>	<p>observation</p> <p>assessing answers</p> <p>assessing group work</p> <p>assessing home work</p> <p>using checklists</p> <p>self-assessment</p> <p>assessing group work</p>	<p>Studentbook</p> <p>workbook</p> <p>picture dictionary</p> <p>CD</p> <p>Internet</p> <p>Digital platform</p> <p>Posters, photos</p> <p>studentbook</p> <p>CD</p> <p>Test papers</p> <p>studentbook</p>
23	<p>1.Revision (<i>revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points</i>)</p>				
24	<p>2.Module 3: Where is it? (Pet show/Unit 3) Reading comprehension</p>				
25	<p>1.Vocabulary: animals, family members, cartoon families</p> <p>2.Grammar: possessive adjectives/ prepositions of place</p>				
26					
27	<p>1. Workbook exercises</p>				
28	<p>2.Listening: Practice sounds/words through listening</p>				
29	<p>1.Speaking: Dialogue practice: Where is it? It's on/under... How old are you? etc.</p> <p>2.Writing: Write about family members/your favourite animal</p>				
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32	<p>1.Module 4: My house (The old house/Unit 4) Reading comprehension</p> <p>2.Vocabulary: rooms, things in a house, living and non-living things</p>				

33	<p>1. Workbook exercises</p> <p>2. Reinforcement (extra practice reading/ vocabulary revision games/ self check points)</p>	<p>Teacher creates situations:</p> <p>a. Two students are in a place with no maps or directions. How should they find where to go?</p> <p>b. two students encounter a ghost- Act a dialogue.</p> <p>c. telepathy</p>	<p>group work</p> <p>pair work</p> <p>questionnaire</p> <p>warm-up</p> <p>questions and answers</p> <p>gap filling</p> <p>matching exercises</p> <p>pre/while/after writing activities</p> <p>role play</p>	<p>observation</p> <p>assessing answers</p> <p>assessing group work</p> <p>assessing home work</p> <p>using checklists</p> <p>self-assessment</p> <p>test</p>	<p>studentbook</p> <p>workbook</p> <p>picture dictionary</p> <p>CD</p> <p>Internet</p> <p>Digital platform</p> <p>Posters, photos</p>	
34						
35						
36						<p>1.Reinforcement (extra practice reading/ vocabulary revision games/ self check points)</p> <p>2.Test</p>
37						<p>1.Games and exercises</p> <p>2.ELP (European Language Portfolio) exercises</p>
38						<p>1.ELP (European Language Portfolio) exercises</p>
39						