

FIRST PERIOD PLANNING

September-December

FIELD: Languages and Communication

Subject: English VI

First period - 39 hours

A.Key Competences Learning Outcomes

The student:

- + reads fluently with the proper intonation
- + listens attentively to school announcements
- + designs his/her study plan
- + compares schools in different countries
- + uses his/her Language Portfolio to document his/her work and plan his/her learning
- + manages his/her emotions and expresses preferences
- + takes part and contributes in activities in class and school
- + explains the benefits of arts
- + uses IT skills in presenting his/her project work

B. Subject Competences Learning Outcomes

The student:

- **Listening:** understand words and phrases while listening to conversations between teenagers taking about mobile numbers and email addresses, connects the topic to the questions related to a conversation about a virtual world. listen to a podcast about after school sports activities.
- **Reading:** understand a description of someone's brother. identifies the main information at a blog post about a daily routine. chooses the most important information in a simple article about a big family. read an article about time zones around the world and applies it in his field of interest.
- **Speaking:** practices giving out mobile numbers and email addresses, chooses the right phrases and expressions to talk about festivals in his/her own country, describe his/her own family using simple language. practice asking for information. compare his/her life to the gymnast's, talks about how often he/she does certain activities. act out simple dialogues about after school activities and his/her own daily routine
- **Writing:** writes a short description of his/her best friend, describes his/her avatar, draws and uses simple expressions to describe his/her family tree, write about his/her daily routine using simple sentences based in a given model.

- **Use of language** : distinguishes the modifiers *not very*, *quite* and *really/very*. spells correctly form adjectives with the suffi x *-ful*. compares his/her own family with the family\ town in the video. describes a picture using comparative adjectives. practices asking and answering questions about possessions with *have got*. uses correctly the connectors *and* and *but*. applies grammar rules about the position of adverbs of frequency.conjugates the affirmative and negative forms of the present simple. uses clearly prepositions of time.

Nr	Topic/Compentences	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources
1	Culture formation <ul style="list-style-type: none"> • Listening (9 classes) • Reading (6 classes) 	1. ELP (European Language portfolio- A2 Level) (Welcome back to school!Greetings/ Speaking about the holidays) 2. Revision: the alphabet; numbers; colours	Students describe their summer holidays using narrative tenses. Students look around the class and say what object they see and where they are.	Group work brainstorming questions and answers gap filling pair work matching exercises	observation assessing answers assessing group work assessing home work	studentbook workbook picture dictionary CD Digital platform photos
2						
3	Language formation <ul style="list-style-type: none"> • Use of language (12 classes) • Speaking (5 classes) • Writing (4 classes) 	1. Revision: school/classroom objects; months/ days of the week/ time 2. Revision: countries/ nationalities/ languages	Discuss about the importance of a foreign language, talk about their favourite foreign language	Group work brainstorming	assessing answers assessing group work	Digital platform photos
4						
5						
	Portfolio (3 classes)	1. Revision: a/an/the; this/that/these/those 2. Revision: to be; possessive adjectives/pronouns/'s	Overact rhymes in different languages (English. French, Italian), sing songs present their projects	pre/while/after writing activities role play	observation assessing answers assessing group work	Pictures Posters

6							
7		1. Project: European Day of Languages	<p>Teacher asks students to speak about their family and their friends.</p> <p>a. after watching videos and listening conversations students compare their own life to that of the person they see or listen.</p> <p>b. students act out a conversation.</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>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>Studentbook</p> <p>workbook</p> <p>picture dictionary</p> <p>CD</p> <p>Internet</p> <p>Digital platform</p> <p>Posters, photos</p>	
8		2. Project: European Day of Languages					
9		<p>1. Module 1: School and family (Back to school/ The challenge/Schooldays) Reading comprehension (pre - while - post reading activities)</p> <p>2. Vocabulary exercises: school subjects, places in a school, abilities, interests, sports, family</p>					
10							
11							1. Workbook exercises
12							2. Grammar: the verb to be; can
13		<p>1. Workbook exercises</p> <p>2. Listening: an interview, a podcast, dialogues, note taking,</p>					
14							
15		<p>1. Speaking: ask for and give personal information/ permission; talk about abilities and interests, (pronunciation)</p> <p>2. Writing: complete a form, an email to a pen-friend</p>					
16							
17	<p>1. Workbook exercises and cross curricular topics CLIL</p> <p>2. Module 2: People and stuff (People/Cool stuff/ Exercise) Reading comprehension (pre-while-post reading activities)</p>						
18							
19		1. Vocabulary exercises:					

20		family and friends, personal things, appearance and clothes 2. Workbook exercises	<p>Teacher creates situations:</p> <p>a. Two students are in a new school and they don't know where to go. Students ask questions about places in the school.</p>			
21		1. Grammar: have got 2. Workbook exercises				
22						
23		1. Listening: a conversation; advice, matching/gap filling 2. Speaking: talk about appearance/people/possessions, dialogues pronunciation, word stress				
24						
25		1. Writing: a text message, a description, an email to a pen-friend 2. Workbook exercises and cross curricular topics CLIL				
26						
27		1. Module3: Inside out (Homes/Out and about/Food) - Reading comprehension / pre-while-post reading activities 2. Vocabulary exercises: rooms, furniture, places, free-time activities, food, drinks				
28						
29		1. Grammar: There is/there are; a/an/some and any 2. Workbook exercises				
30						
31		1. Listening: a conversation, advice, interviews 2. Speaking: talk about quantity/rooms/favourite food/drink, pronunciation, intonation				
32						
33		1. Writing: a text message, a description, an email to a pen-friend 2. Workbook exercises and				
34						

		cross curricular topics CLIL				
35		<ol style="list-style-type: none"> 1. Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points) 2. Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points) 				
36						
37		<ol style="list-style-type: none"> 1. Test 2. ELP (European Language portfolio) exercises and assessment 				
38						
39		<ol style="list-style-type: none"> 1. ELP (European Language portfolio) exercises and assessment 				

