# SECOND PERIOD PLANNING DECEMBER-MARCH

FIELD: Languages and Communication

Subject: English VI

First period - 36 hours

## **A.Key Competences Learning Outcomes**

### The student:

- reads fluently with the proper intonation
- listens attentivley to shool 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 parts and contributes in activities in class and school
- explains the benifits 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, describeshis/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*. spellscorrectly form adjectives with the suffi x *-ful*. compareshis/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	class es	Subject	Predicted situation of learning	Methodology and pupils	Evaluation	Sources
1. 2 3 4 5 6 7 8 9	Culture formation  Listening (3 classes)  Reading (1 class)  Language formation  Use of language (5 classes)  Speaking (1 class)  Writing (1 class)  Portfolio (1 class)	1 2 3 1 2 3	Module 4: Everyday life (Families/ It's you life/ Risk) - Reading comprehension/ pre-while-post reading activities  Vocabulary: family members, adjectives, daily routine, jobs  Workbook exercises  Grammar: present simple tense  Workbook exercises  Listening: a survey, conversations, note-taking  Speaking: talk about jobs/routines/ likes/dislikes; ask and asnswer for information; pronunciation  Writing: a short report; a short text, an email about your family, a blog entry  Workbook exercises and cross curricular topics CLIL  Language Review/ Self check section  Grammar/ Vocabulary bank  Project	Teacher ask students to speak about their family and activities they do alone and with their relatives. Students describe their daily activities based on a timetable. Imagine you are a scientist and can create new speeches what would they be like?  a. prepare a quiz about animals and their features. b. animals living in different parts of the world and how they have adapted to those living conditions.	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
13 14 15	Culture formation  Listening (3 classes)  Reading (1 class)  Language formation	1 2 3	Module 5: TV and animals (TV/Great animals/People) Reading comprehension pre-while-post reading activities Vocabulary exercises: TV pragrammes, chat show, animals, parts of animals, friends, family members, adjectives Grammar: Comparative/ Superlative form of adjectives	Teacher asks students to speak about a short journey. Students describe what they see. At the end they compare the city they have visited to their home town.	Group work brainstorming questions and answers gap filling pair work matching exercises Group work questions and answers gap filling matching exercise	observation assessing answers assessing group work assessing home work using checklists self- assessment	Studentbook workbook picture dictionary CD Internet Digital platform Posters, photos studentbook CD

	• Use of				Group work		Test papers
16	language	1	Workbook exercises				studentbook
17	(3- classes)	2	<b>Listening:</b> dialogues, interviews, gap				
18	,	3	filling				
	<ul><li>Speaking</li></ul>		Speaking: describe a short				
	(1 class)		journey,talk about weather/household				
	<ul><li>Writing</li></ul>		objects, buy a train ticket,				
19	(1 classes)	1	pronunciation)				
20	(= 0-0020 02)	1 2	Writing: a description, a postcard, a short text, an email comparing places				
21		3	short text, an email comparing places				
21		3	Workbook exercises and cross curricular				
			topics CLIL				
			•				
			Revision (revise language learnt in the				
			last unit/extra practice reading/				
			vocabulary revision games/ self check				
			points)				
22	Culture formation	1	Project	Students speak about	group work	observation	studentbook
23	<ul> <li>Listening</li> </ul>	2	Madala (. II. dala 1.6. (The condition)	weather and climate	pair work	assessing	workbook
24	(3 classes)	3	<b>Module 6:</b> Healthy life (The weather / Animal world/Weather and clothes) -	change.	questionnaire	answers	picture
	• Reading		Reading comprehension/ pre-while-post	Students play a game.	warm-up questions and	assessing group work	dictionary CD
	(1 class)		reading activities	One student say what	answers	assessing	Internet
	,		Vocabulary exercises: seasons, months,	he\ she is weaning	gap filling	home work	Digital
	Language		the weather, activities, animals	and the rest of the	matching exercises	using	platform
25	formation	1	Grammar: Present continuous	class try to guess the	pre/while/after	checklists	Posters,
26	• Use of	2		season. Then describe	writing activities	self-	photos
27	language	3	Workbook exercises	what's the weather	role play	assessment	
	(4 classes)		11.1	like in that season.		test	
	<ul><li>Speaking</li></ul>		<b>Listening:</b> a conversation, a weather				
28	(3 class)	1	report, interviews <b>Speaking:</b> talk about activities/weather;				
29		2	express likes/dislikes; talk about				
30	• Writing	3	actions happening at the moment; ask				
30	(2 classes)		and aswer				
	Portfolio		Writing: a text message, a description,				
	(2 classes)		· · · · · · · · · · · · · · · · · ·				
			an email to a pen-friend				

		Workbook exercises and cross curricular topics CLIL	
31	1 2	Reinforcement (revise grammar/extra practice reading/ vocabularyrevision	
33	3		
34	1	1 Project	
35	2	ELP (European Language portfolio)	
36	3	exercises and assessment  ELP (European Language portfolio)  exercises and assessment	