

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 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 parts 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 suffix *-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.

	<ul style="list-style-type: none">• Use of language (3- classes)• Speaking (1 class)• Writing (1 classes)				Group work		Test papers studentbook
16		1	Workbook exercises Listening: dialogues, interviews, gap filling Speaking: describe a short journey,talk about weather/household objects, buy a train ticket, pronunciation)				
17		2					
18		3					
19		1	Writing: a description, a postcard, a short text, an email comparing places Workbook exercises and cross curricular topics CLIL Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points)				
20		2					
21		3					
22	<i>Culture formation</i> <ul style="list-style-type: none">• Listening (3 classes)• Reading (1 class) <i>Language formation</i> <ul style="list-style-type: none">• Use of language (4 classes)• Speaking (3 class)• Writing (2 classes) <i>Portfolio (2 classes)</i>	1	Project Module 6: Healthy life (The weather / Animal world/Weather and clothes) - Reading comprehension/ pre-while-post reading activities Vocabulary exercises: seasons, months, the weather, activities, animals	Students speak about weather and climate change. Students play a game. One student say what he\ she is weaning and the rest of the class try to guess the season. Then describe what’s the weather like in that season.	group work pair work questionnaire warm-up questions and answers gap filling matching exercises pre/while/after writing activities role play	observation assessing answers assessing group work assessing home work using checklists self-assessment test	studentbook workbook picture dictionary CD Internet Digital platform Posters, photos
23		2					
24		3					
25		1	Grammar: Present continuous Workbook exercises Listening: a conversation, a weather report, interviews				
26		2					
27		3					
28		1	Speaking: talk about activities/weather; express likes/dislikes; talk about actions happening at the moment; ask and aswer Writing: a text message, a description, an email to a pen-friend				
29		2					
30		3					

			Workbook exercises and cross curricular topics CLIL				
31		1	Reinforcement (revise grammar/extra practice reading/ vocabularyrevision games/ self check points) Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points) Test				
32		2					
33		3					
34		1	Project ELP (European Language portfolio) exercises and assessment ELP (European Language portfolio) exercises and assessment				
35		2					
36		3					