

SECOND PERIOD PLANNING

DECEMBER-MARCH

FIELD: Languages and Communication

Subject: English III

First period - 36 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 food , free time activities, abilities and sings 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 instructions ;describes objects and asks and shows their position by using prepositions of place; makes short sentences about their daily routine using present simple sentences, ask and answer what they have\ have not got.

Nr	Topic/Compentences	clases	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources			
1.	Culture formation <ul style="list-style-type: none">• Listening (1 class) Language formation <ul style="list-style-type: none">• Use of language (3 classes)• Speaking (1 classes)• Writing (1 class)	1	Grammar: There is/ There are Workbook exercises Listening: Practice sounds/words through listening; matching gap filling Speaking: Dialogue practice (<i>Is there a ... in your room? Yes, there is. No, there isn't. etc.)</i> Writing: Write an email to a pen friend describing your room. Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points)	Students describe their room to a friend. they draw it first then say what there is, there are in it.	Group work brainstorming questions and answers gap filling pair work	observatio n assessing answers assessing group work assessing home work	studentbook picture dictionary CD Digital platform photos			
2		2								
3		3								
4		1								
5		2								
6		3								
7	Culture formation <ul style="list-style-type: none">• Listening (2 classes)• Reading (1 class) Language formation <ul style="list-style-type: none">• Use of language (2 classes)• Speaking (1 class)• Writing (1 class) Portfolio (2 classes)	1	Project Module 5: Have you got...? (Lunch time/Unit 6) Reading comprehension Vocabulary: animals, parts of the body, food	Teacher crate a canteen in class and sk students what they wants to eat.	Group work brainstorming brainstorming pair work	assessing answers assessing group work assessing group work assessing home work	Studentbook workbook picture dictionary CD Internet Digital platform Posters, photos studentbook CD Test papers studentbook			
8		2								
9		3								
10		1	Grammar: Have got/ haven't got; Workbook exercises Listening: Practice sounds/words through listening; matching gap filling	Students act out at a market. They take turns and ask and answer “ have you got...? Yes I have...”						
11		2								
12		3								
13		1	Speaking: Dialogue practice (<i>Have you got...? Yes, I have. /No, I haven't, etc.)</i> Writing: Write a short dialogue asking and answering about your favourite animal/food Project							
14		2								
15		3								

16	Culture formation <ul style="list-style-type: none">• Listening (2 classes)• Reading (1 class) Language formation of language <ul style="list-style-type: none">• Use (3 classes)• Speaking (1 class)• Writing (1 class) Portfolio (1 class)	1	ELP (European Language Portfolio) exercises Module 6: Everyday activities (Free time/Unit 10) Reading comprehension Vocabulary: days of the week, daily routine, time, daytime, night times	Students say waht they do after school Students make a timetable of the activities they do during the day.	Group work brainstorming questions and answers gap filling pair work matching exercises Group work questions and answers gap filling matching exercise Group work	observatio n assessing answers assessing group work assessing home work using checklists self-assessment	Studentbook workbook picture dictionary CD Internet Digital platform Posters, photos studentbook CD Test papers studentbook
17		2					
18		3					
19		1					
20		2					
21		3					
22		1					
23		2					
24	3						
25	Culture formation <ul style="list-style-type: none">• Listening (2 classes)• Reading (1 classes) Language formation of language <ul style="list-style-type: none">• Use (5 classes)• Writing (1 class) Portfolio (3 classes)	1	Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points) Module 7: I can do it! (The robot/Unit 5) Reading comprehension Vocabulary: body, activities, famous people	Teacher creates situations: a. students will make a robot. b. students say what do they need to build it. (parts of body) c. another group of students speak about its superpowers . what the robot can or can't do	group work pair work questionnaire warm-up questions and answers gap filling matching exercises pre/while/after writing activities role play	observatio n assessing answers assessing group work assessing home work using checklists self-assessment test	studentbook workbook picture dictionary CD Internet Digital platform Posters, photos
26		2					
27		3					
28		1					
29		2					
30		3					
31		1					
32		2					
33		3					

34		1	Project				
35		2	ELP (European Language portfolio) exercises				
36		3	ELP (European Language portfolio) games and exercises				