

SECOND PERIOD PLANNING

DECEMBER-MARCH

FIELD: Languages and Communication

Subject: English IV

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 of their age and finds simple details related to their powers, listens carefully for specific information about time, everyday activities, animals and their features.
- **speaking**;matches pictures with their description,describes simple actions that he/she can do and ask and answer very simple questions using “can” and ready made templates, speaks about school and school objects, list animals, ask and answer questions what an animal does or animal doesn't,
- **reading**; reads stories about 4superheroes and their adventures, read about time zones all over the world, reads texts with the purpose to sequence pictures
- **writing**; writes very short descriptive sentences following a given model; copies short sentences about his/her daily routine, write short notes about their favorite animal
- **use of language**; makes short sentences uses present continuous,understands and follows simple classroom instructions,answers simple questions (how many, what is...),describes objects ,asks and shows their position by using prepositions of place,describes picture using the present continuous tense.

Nr	Topic/Competences	classes	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources
1.	Culture formation <ul style="list-style-type: none"> • Listening (2 classes) • Reading (2 classes) Language formation <ul style="list-style-type: none"> • Use of language (3 classes) • Speaking (1 class) • Writing (1 class) 	1	Module 4: Travelling (What are you doing?/Off we go) Reading comprehension pre-while-post reading activities Vocabulary exercises: means of transport, action verbs Grammar: Present continuous tense	Lear students how to greet in English language Hello, Hi, Good afternoon. Teacher put students in groups and make a game with colors to learn the alphabet Learn how to number 1-10	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					
3		3					
4		1	Workbook exercises				
5		2	Listening: conversations, a short text, listen-point-repeat words/phrases; listen and choose Speaking: talk about what the activities happening at the moment/ the way of travelling				
6		3					
7		1	Writing: A short text of what is happening around you Workbook exercises Cross curricular/ Culture corner topics				
8		2					
9		3					
10	Culture formation <ul style="list-style-type: none"> • Listening (3 classes) • Reading (1 class) Language formation <ul style="list-style-type: none"> • Use of language (5- classes) • Speaking (1 classes) 	1	Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points) Project Module 5: Around us (Here and there/ My bedroom) Reading comprehension pre-while-post reading activities	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.	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
11		2					
12		3					
13		1	Vocabulary exercises: places in a town, library, swimming pool, hospital, shopping centre, objects in a bedroom Workbook exercises				
14		2					
15		3					

	<ul style="list-style-type: none"> Writing (1 classes) Portfolio (1 classes)		Grammar: possessive case/ preposition of place				
16		1	Workbook exercises	Students say which are their favorite animals wild or tame than draw them and make a zoo labeling the animals in english.	Group work brainstorming questions and answers gap filling pair work matching exercises	observation assessing answers assessing group work assessing home work using checklists self-assessment	Studentbook workbook picture dictionary CD Internet Digital platform
17		2	Listening: listen-point-repeat words/phrases; listen and choose; conversation				
18		3	Speaking: dialogue practice, talk about places in a town				
19		1	Writing: a short text, a note, some rules Workbook exercises and cross curricular topics CLIL Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points)	Students choose their favorite animal and describe it. Using the adjectives. 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.	Group work questions and answers gap filling matching exercise Group work	home work using checklists self-assessment	Digital platform Posters, photos studentbook CD Test papers studentbook
20		2					
21		3					
22	Culture formation <ul style="list-style-type: none"> Listening (3 classes) Reading (1 class) Language formation <ul style="list-style-type: none"> Use of language (4 classes) Speaking (1 classes) 	1	Project Module 6: Food (My favourite food/ The market) Reading comprehension pre-while-post reading activities Vocabulary exercises: food, tomatoes, eggs, grapes, cheese, milk, etc; fork, spoon knife etc.	Teacher creates situations: a. Two students are in a place with no maps or directions. How should they find where to go? b. two students encounter a ghost- Act a dialogue. c. telepathy	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: There is/There are; some/any Workbook exercises	Teacher creates a timetable and invite students to fill it with			
26		2					
27		3					
28		1	Speaking: talk about favourite food; dialogue practice/ ask and answer Writing: write about your favourite food				
29	2						
30	3						

	<ul style="list-style-type: none"> Writing (2 classes) Portfolio (4 classes)		Workbook exercises and cross curricular topics CLIL	the activities they do during a day.			
31		1	Reinforcement (extra practice reading/ vocabulary revision games/ self check points) Reinforcement (extra practice reading/ vocabulary revision games/ self check points) Test	Teacher shows a map of the world students identify countries they know and discuss about different time zones			
32		2					
33		3					
34		1	Project				
35		2	ELP (European Language Portfolio) exercises and games				
36		3	ELP (European Language Portfolio) exercises and games				