

THIRD PERIOD PLANNING

MARCH-JUNE










FIELD: Languages and Communication

Subject: English VI

First period - 30 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.

Nr	Topic/Compentences	class es	Subject	Predicted situation of learning	Methodology and pupils activity	Evaluation	Sources	
1.	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 class)• Writing (1 class) Portfolio (1 class)	1	Module 7: Leisure time (City ife/ Masters of art/ Expeditions)- Reading comprehension/ pre-while-post reading activities Vocabulary: places in a town, types of films, adjectives, travelling Workbook exercises	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	
2		2						Grammar: Past simple tense Workbook exercises
3		3						
4		1	Speaking: talk about the past, narrate a past event, agree and disagree, ask and answer, pronunciation Writing: an email about an event, a description Workbook exercises and cross curricular topics CLIL					
5		2						
6		3						
7		1	Language Review / Self check section					
8		2						
9		3						
10		1	Grammar/ Vocabulary bank					
11		2						
12		3						
13	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 (3- classes)	1	ELP (European Language portfolio) exercises and assessment Module 8: Holidays (TV/Holidays/ Food) Reading comprehension/ pre- while-post reading activities Vocabulary exercises: season and weather, TV programmes, food and drinks, germs	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 Group work	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 Test papers	
14		2						
15		3						

16	<ul style="list-style-type: none"> • Speaking (1 class) • Writing (1 classes) 	1	Workbook exercises				studentbook
17		2	Grammar: will/won't/going to/ present				
18		3	continuous for future Workbook exercises				
19		1	Listening: dialogues, conversations, gap				
20		2	filling				
21		3	Speaking: discuss holiday plans, talk about future plans/intentions/arrangements, make suggestions,pronunciation Writing: an email inviting a frienf to a party				
22	Culture formation <ul style="list-style-type: none"> • Listening (3 classes) • Reading (1 class) 	1	Workbook exercises and cross curricular topics CLIL	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	Language Review / Self check section Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points)				
25	Language formation of <ul style="list-style-type: none"> • Use language (4 classes) • Speaking (3 class) • Writing (2 classes) Portfolio (2 classes)	1	Reinforcement (revise grammar/extra practice reading/ vocabulary revision games/ self check points)				
26		2	Test				
27		3	Project				
28		1	Project				
29		2	ELP (European Language portfolio) exercises and assessment				
30		3	ELP (European Language portfolio) exercises and assessment				