## THIRD PERIOD PLANNING

## MARCH -JUNE

FIELD: Languages and Communication

Subject: English IV

First period - 30 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 anwer 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/Compentences | class es | Subject | Predicted situation of learning | Methodology and pupils activity | Evaluation | Sources |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1. | Culture formation <br> - Listening <br> (2 classes) <br> - Reading (2 classes) <br> Language <br> formation | 1 | Module 7: Natural World!(The world around us/ The zoo) Reading comprehension pre-while-post reading activities <br> Vocabulary exercises: animals; zoo keeper; completion; read and choose Workbook exercises | Lear students how to greet in English language Hello, Hi, Good afternoon. <br> 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 <br> picture <br> dictionary <br> CD <br> Digital platform photos |
| 2 |  | 2 |  |  |  |  |  |
| 3 |  | 3 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| 4 |  | 1 | Grammar: Comparisons; likes/doesn't like <br> Workbook exercises <br> Listening: dialogues; gap-filling; listen and choose |  |  |  |  |
| 5 | - Use of language (3 classes) | 2 |  |  |  |  |  |
| 6 |  | 3 |  |  |  |  |  |
| 7 | - Speaking <br> (1 class) <br> - Writing <br> (1 class) | 1 | Speaking: compare two animals/ objects; ask and answer; dialogue practice <br> Writing: write about favourite animal Workbook exercises |  |  |  |  |
| 8 |  | 2 |  |  |  |  |  |
| 9 |  | 3 |  |  |  |  |  |
| 10 | Culture formation <br> - Listening <br> (3 classes) <br> - Reading (1 class) <br> Language <br> formation <br> - Use of language (5- classes) <br> - Speaking (1 classes) <br> - Writing | 1 | Cross curricular/ Culture corner topics Revision (revise language learnt in the last unit/extra practice reading/ vocabulary revision games/ self check points) <br> Project | 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 |  |  | Module 8: Past and future(In <br> the past/Holiday plans)Readingcomprehension pre-while-post readingactivitiesVocabulary exercises: places; sports;completion; read and chooseWorkbook exercises |  |  |  |  |
| 14 |  | 2 |  |  |  |  |  |
| 15 |  | 3 |  |  |  |  |  |
| 16 |  | 1 | Grammar: to be in the past; can | Students say which are their favorite | Group work brainstorming | observation | Studentbook workbook |
| 17 |  | 2 |  |  |  |  |  |


| 18 | (1 classes) <br> Portfolio <br> (1 classes) | 3 | Workbook exercises <br> Listening: conversations; gap-filling; listen and choose | animals wild or tame than draw them and make a zoo labeling | questions and answers gap filling | assessing answers assessing | picture dictionary CD |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 19 |  | 1 | Speaking: talk about past actions/ possibilities in the future; ask and answer; dialogue practice Writing: I was at the .... .; a short text; a paragraph Workbook exercises | the animals in english. | pair work | group work | Internet |
| 20 |  | 2 |  | Students choose their | matching exercises | assessing | Digital |
| 21 |  | 3 |  | describe it. Using the adjectives. <br> 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. | questions and <br> answers <br> gap filling <br> matching exercise <br> Group work | using checklists selfassessment | Posters, photos studentbook CD <br> Test papers studentbook |
| 22 | Culture formation <br> - Listening (3 classes) <br> - Reading (1 class) <br> Language | 1 | Cross curricular/ Culture corner topics Reinforcement (extra practice reading/ vocabulary revision games/ self check points) <br> Reinforcement (extra practice reading/ vocabulary revision games/ self check points) | Teacher creates situations: <br> a. Two students are in a place with no maps or directions. How should they find where to go? <br> b. two students encounter a ghostAct a dialogue. <br> c. telepathy Teacher creates a timetable and invite students to fill it with the activities they do during a day. | group work <br> pair work <br> questionnaire <br> warm-up <br> questions and <br> answers <br> gap filling <br> matching exercises <br> pre/while/after <br> writing activities <br> role play | observation assessing answers assessing group work assessing home work using checklists selfassessment test | studentbook <br> workbook <br> picture <br> dictionary <br> CD <br> Internet <br> Digital <br> platform <br> Posters, <br> photos |
| 23 |  | 2 |  |  |  |  |  |
| 24 |  | 3 |  |  |  |  |  |
| 25 | formation | 1 | End-of- third term test <br> ELP (European Language Portfolio) exercises <br> ELP (European Language Portfolio) exercises |  |  |  |  |
| 26 | - Use | 2 |  |  |  |  |  |
| 27 | language <br> (4 classes) | 3 |  |  |  |  |  |
| 28 | Speaking | 1 | Project <br> Games, songs, readings <br> Games, songs, readings |  |  |  |  |
| 29 | (1 classes) | 2 |  |  |  |  |  |
| 30 | - Writing (2 classes) Portfolio | 3 |  |  |  |  |  |


| (4 classes) |  |  | Teacher shows a map <br> of the world students <br> identify countries they <br> know and discuss <br> about different time <br> zones |  |  |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- | :--- |

