

**YEARLY
PLAN
FOR THE
ENGLISH
LESSON
(6th Grade)**

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 1 • FAMILY	SEPTEMBER	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Identifying people <p>LANGUAGE FOR USE</p> <p>Simple present tense of 'to be': affirmative, negative, interrogative</p> <p>Adjectives describing people (physical description): age(young, middle-aged, old), hair colour (blonde, brown, black, red, grey, white), hair style(long, short, straight, wavy, curly), eyes(green, blue, brown, black), other specialities(beard, moustache, wrinkles, glasses, tall, slim, short, fat, medium-height)</p> <p>Have got/has got: affirmative, negative, interrogative..../any sisters/brothers</p> <p>Plural nouns</p> <p>Wh- questions: What...?, What colour...?, Who....?, Whose...?, How old...?, How many...?</p> <p>Possessive 's</p> <p>Possessive adjectives (my, your, his, her, its, our, your, their)</p> <p>Numbers (1-100)</p> <p>Family words: mother, father, sister, brother, grandmother, grandfather, aunt, uncle, cousin, nephew/niece parents, grandparents, husband, wife, son, daughter, children, grandson, granddaughter, grandchildren, married couple</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding phrases and expressions related to personal and family information in clear and slow speech. understanding and extracting the essential information from short recorded passages about family. <p>READING</p> <ul style="list-style-type: none"> understanding very short, simple texts about family picking up familiar names, words and basic phrases and rereading as required. getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>WRITING</p> <ul style="list-style-type: none"> writing simple isolated phrases and sentences. writing a series of simple phrases and sentences linked with simple connectors like "and", "but" writing a series of simple phrases and sentences about their family asking for or passing on personal details in written form copy out single words and short texts presented in standard printed format. <p>SPEAKING</p> <ul style="list-style-type: none"> producing simple mainly isolated phrases about people. asking and answering simple questions, initiating and responding to simple statements related to family answering simple questions and responding to simple statements in an interview. 	<ul style="list-style-type: none"> Creating a family tree of imaginary characters 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 2 • HOBBIES AND INTERESTS	SEPTEMBER	4	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Identifying people Asking for and expressing likes and dislikes <p>LANGUAGE FOR USE Like+n; like+Gerund</p> <p>Words/phrases/expressions about hobbies</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding phrases and expressions related to leisure activities in clear and slow speech. understanding and extracting the essential information from short recorded passages about hobbies. <p>READING</p> <ul style="list-style-type: none"> understanding very short, simple texts about hobbies, picking up familiar names, words and basic phrases and rereading as required. getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. <p>WRITING</p> <ul style="list-style-type: none"> saying what he/she likes and dislikes. asking and answering questions about what he/she likes and dislikes. 	<ul style="list-style-type: none"> Preparing a poster about their favourite cartoon characters' likes and dislikes. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	OCTOBER	1		<p>ments in an interview.</p> <p>WRITING</p> <ul style="list-style-type: none"> writing simple isolated phrases and sentences about hobbies writing a series of simple phrases and sentences linked with simple connectors like "and", "but", "then" writing a series of simple phrases and sentences about their hobbies asking for or passing on personal details in written form copying out single words and short texts presented in standard printed format <p>SPEAKING</p> <ul style="list-style-type: none"> saying what he/she likes and dislikes. asking and answering questions about what he/she likes and dislikes. asking for and providing personal information replying in an interview to simple direct questions about hobbies <p>TASK</p> <p>Preparing a poster about their favourite cartoon characters' likes and dislikes.</p> <p>WARM-UP AND MATERIALS</p> <p>After greeting your learners, you can ask them to talk about their hobbies. With the limited vocabulary they have, they can talk about their pastime activities and their favourite hobbies. This pre-activity can give learners to get familiar with the context of the new unit and thus they will have some guesses and expectations about the new language items. They will also have the chance to become more social and will learn more about each other.</p>				

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 3 • FOOD AND DRINKS	OCTOBER	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Asking for and telling quantity Expressing needs <p>LANGUAGE FOR USE</p> <p>Adjectives of state (Hungry, thirsty)</p> <p>There is/ are</p> <p>Quantifiers(some, any, a lot of, a little, a few)</p> <p>Countable and uncountable nouns</p> <p>Plural nouns</p> <p>Numbers</p> <p>Have got/ has got</p> <p>How much/ many...? I want..</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding phrases and expressions related to food and drinks understanding and extracting the essential information from short recorded passages about food and drinks. understanding enough to be able to meet needs of a concrete type such as hunger and thirst. understanding phrases and expressions related to areas of most immediate priority such as hunger and thirst. <p>READING</p> <ul style="list-style-type: none"> understanding very short, simple texts about food and drinks, picking up familiar names, words and basic phrases and rereading as required. getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support. understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. <p>WRITING</p> <ul style="list-style-type: none"> writing simple isolated phrases and sentences / a series of simple phrases and sentences linked with simple connectors like "and", "but" solving a puzzle <p>SPEAKING</p> <ul style="list-style-type: none"> producing simple, mainly isolated phrases about food and drinks. initiating and responding to simple statements in areas of immediate need asking people for things, and giving people things. giving and receiving information about quantities and numbers initiating, maintaining and closing simple, face-to-face conversation 	<ul style="list-style-type: none"> Drawing a fruit and vegetable basket. Showing and telling it in the class. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

UNIT	MONTH	WEEK	HOURL	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 4 • DAILY LIFE AND ROUTINES	OCTOBER	4	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Asking for and talking about daily routines <p>LANGUAGE FOR USE</p> <p>Simple present tense: affirmative, negative, interrogative I+V+everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, every summer, every Sunday, etc.</p> <p>Frequency adverbs : always, usually, sometimes, often, seldom, never, once, twice, etc.)</p> <p>How often...?</p> <p>Prepositions of time: on/at/in</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages. <p>READING</p> <ul style="list-style-type: none"> understanding short simple personal letters. finding specific, predictable information in simple every day material. locating specific information in lists and isolating the information required getting an idea of the content of simple informational material and short simple descriptions, especially with the help of visual support.. <p>WRITING</p> <ul style="list-style-type: none"> writing about everyday aspects of people and places copying out single words and short texts presented in standard printed format. <p>SPEAKING</p> <ul style="list-style-type: none"> asking and answering questions about daily activities and routines. asking and answering questions about what they do at work and in free time indicating time by such phrases as everyday, every morning, etc 	<ul style="list-style-type: none"> Making a list of their daily activities. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	NOVEMBER	1						

UNIT	MONTH	WEEK	HOURL	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 5 • SCHOOL	NOVEMBER	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Asking for and talking about daily routines <p>LANGUAGE FOR USE</p> <p>Simple present tense(affirmative, negative, interrogative)</p> <p>Everyday, every morning, etc., in the morning, etc., at 7, etc., by bus, on foot, every summer, every Sunday, etc.</p> <p>Frequency adverbs (always, usually, sometimes, often, never)</p> <p>How often...?</p> <p>occupations</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. using an idea of the overall meaning of utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>READING</p> <ul style="list-style-type: none"> identifying specific information in simpler written material he/she encounters finding specific, predictable information in simple everyday material. using an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>WRITING</p> <ul style="list-style-type: none"> writing about everyday aspects of his/her environment e.g. people, places, a job or study experience in linked sentences. <p>SPEAKING</p> <ul style="list-style-type: none"> giving a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. describing everyday aspects of his/her environment e.g. people, places, a job or study experience. asking and answering questions about habits and routines. asking and answering questions about what they do at work and in free time asking for and providing personal information. 	<ul style="list-style-type: none"> Finding a staff member. Interviewing him/her. Writing a short paragraph about him/her. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

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UNIT 6 • WEATHER CONDITIONS	NOVEMBER	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Describing places <p>LANGUAGE FOR USE</p> <p>Seasons: spring, summer, autumn, winter</p> <p>Weather conditions: boiling hot, hot, dry, humid, sunny, warm, cool, cold, freezing cold, foggy, rainy, snowy, stormy, cloudy, icy</p> <p>Present tense to be</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly understanding phrases and expressions related to areas of most immediate priority (e.g. local geography) provided speech is clearly and slowly articulated 	<ul style="list-style-type: none"> Choosing a region or country. Finding out the weather conditions there in different seasons. Writing a short paragraph about it. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	DECEMBER	1	<p>READING</p> <ul style="list-style-type: none"> understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. understanding very short, simple texts a single phrase at a time, picking up familiar names, words and basic phrases and rereading as required. getting an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. using an idea of the overall meaning of short texts on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. <p>WRITING</p> <ul style="list-style-type: none"> copying out short texts in printed or clearly handwritten format. transferring signs and symbols into sentences or paragraphs. writing a series of simple phrases and sentences linked with simple connectors like "and", "but" about weather conditions <p>SPEAKING</p> <ul style="list-style-type: none"> describing weather conditions asking and answering questions and exchanging ideas and information on familiar topics in predictable everyday situations. interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. 				

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UNIT 7 • HYGIENE	DECEMBER	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Making suggestions Giving orders <p>LANGUAGE FOR USE</p> <ul style="list-style-type: none"> Words/phrases/expressions about personal hygiene Imperatives (affirmative and negative) Should and shouldn't (giving advice) <p>LISTENING</p> <ul style="list-style-type: none"> understanding phrases and expressions related to areas of most immediate priority provided speech is clearly and slowly articulated. identifying the topic of discussion which is conducted slowly and clearly. identifying the main point of TV public educational programs <p>READING</p> <ul style="list-style-type: none"> finding specific, predictable information in simple everyday material understanding simple instructions on equipment encountered in everyday life – such as food labels, medicine, etc. <p>WRITING</p> <ul style="list-style-type: none"> writing a series of simple phrases and sentences about hygiene copying out single words and short texts presented in standard printed format. picking out and reproducing key words and phrases or short sentences from a short text within the his/her limited competence and experience. <p>SPEAKING</p> <ul style="list-style-type: none"> understanding clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time. making and responding to suggestions. indicating when he/she is following. saying he/she didn't follow. 	<ul style="list-style-type: none"> Preparing a poster to start a hygiene campaign. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

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UNIT 8 • PARTIES	DECEMBER	4	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Inviting Accepting or refusing Thanking <p>LANGUAGE FOR USE</p> <ul style="list-style-type: none"> Words/phrases/expressions about parties and preparations <p>Present continuous tense (fixed arrangements)</p> <p>To be going to (plans and intentions)</p> <p>Can...? Will...? Are you...?</p> <p>Yes, .../ No.... thank you, I'm afraid I can't./ I'm sorry but I can't.</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. following speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning. understanding and extracting the essential information from short recorded passages <p>READING</p> <ul style="list-style-type: none"> understanding short, simple texts on familiar matters of a concrete type which consist of high frequency everyday understanding short, simple messages on invitation cards identifying specific information in simpler written material he/she encounters such as invitation cards, lists, etc. <p>WRITING</p> <ul style="list-style-type: none"> writing a short simple invitation card making a list writing short, simple notes and messages relating to a party. <p>SPEAKING</p> <ul style="list-style-type: none"> handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord. discussing what to do, where to have the party and make arrangements for the party. indicating time by such phrases as next week, at three o' clock, etc. communicating in simple and routine tasks using simple phrases to ask for and provide things, to get simple information and to discuss what to do next. making and responding to invitations and apologies. 	<ul style="list-style-type: none"> Preparing an invitation card for an imaginary party. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	JANUARY	1	2					

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UNIT 9 • LIVING BEINGS	JANUARY	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> • Asking for and giving information • Describing an animal <p>LANGUAGE FOR USE</p> <ul style="list-style-type: none"> • Words/phrases/expressions about the description of animals • Present tense (for general information) <p>LISTENING</p> <ul style="list-style-type: none"> • identifying animals by their sounds • understanding and extracting the essential information from short recorded passages <p>READING</p> <ul style="list-style-type: none"> • understanding short, simple texts on animals • finding specific information in simple texts <p>WRITING</p> <ul style="list-style-type: none"> • picking out and reproducing key words and phrases or short sentences from a short text within the learner's limited competence and experience. • copying out short texts in printed or clearly handwritten format • writing a series of simple phrases and sentences about animals <p>SPEAKING</p> <ul style="list-style-type: none"> • giving short basic descriptions of animals • giving a short, rehearsed, basic presentation on a familiar subject. • coping with a limited number of straightforward follow up questions • asking and answering questions about animals, where they live, what they do, what they have. • asking very simply for repetition when he/she does not understand. • asking for clarification about key words or phrases not understood using stock phrases. 	<ul style="list-style-type: none"> • Finding an interesting animal. • Preparing posters and a speech bubble. • Giving a presentation on it. Answering follow up questions. 	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flash cards • wall charts 	<ul style="list-style-type: none"> • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer • songs • guessing / predicting • dictation • dramatization • role - playing • repetition • doing • project 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests

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UNIT 10 • GAMES AND SPORTS	FEBRUARY	2 - 3 - 4	9	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Identifying options Giving instructions for making and doing things Asking people to do and not to do things <p>LANGUAGE FOR USE</p> <ul style="list-style-type: none"> Words/phrases/expressions about games Imperatives (affirmative and negative) When/If... <p>LISTENING</p> <ul style="list-style-type: none"> understanding phrases and expressions related to rules of games provided speech is clearly and slowly articulated. understanding instructions addressed carefully and slowly to him/her understanding and extracting the essential information from short recorded passages <p>READING</p> <ul style="list-style-type: none"> understanding simple instructions on games finding specific information in simple texts <p>WRITING</p> <ul style="list-style-type: none"> writing a series of simple phrases and sentences about games <p>SPEAKING</p> <ul style="list-style-type: none"> giving short basic descriptions of games asking and answering questions about games and their rules communicating in simple and routine tasks requiring a simple and direct exchange of information on games asking for clarification about rules of games 	<ul style="list-style-type: none"> Preparing cards for a miming game. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

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UNIT 11 • SAFETY	MARCH	1 - 2	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> • Asking for and giving information • Asking for and making suggestions • Expressing obligation <p>LANGUAGE FOR USE</p> <p>Words/phrases/ expressions about traffic rules</p> <p>Must/ mustn't</p> <p>When/If...</p> <p>LISTENING</p> <ul style="list-style-type: none"> • understanding and extracting the essential information from short recorded passages dealing with predictable everyday matters which are delivered slowly and clearly. • getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. • following changes of topic of factual TV news items, and forming an idea of the main content. <p>READING</p> <ul style="list-style-type: none"> • understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. • understanding everyday signs and notices: in public places, such as streets. • using an idea of the overall meaning of short texts and utterances on traffic to derive the probable meaning of unknown words from the context. <p>WRITING</p> <ul style="list-style-type: none"> • writing a series of simple phrases and sentences linked with simple connectors • writing what road signs and traffic signs mean <p>SPEAKING</p> <ul style="list-style-type: none"> • asking and answering questions about traffic rules • communicating in simple and routine tasks requiring a simple and direct exchange of information on traffic • asking for and providing suggestions and obligations 	<ul style="list-style-type: none"> • Finding five more road or traffic signs. Writing what they mean. Their poster will be displayed in the classroom. 	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flash cards • wall charts 	<ul style="list-style-type: none"> • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer songs • guessing / predicting • dictation • dramatization • role - playing • repetition • doing • project 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests

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UNIT 12 • DIFFERENT PLACES	MARCH	3 - 4	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Asking for and expressing decisions and plans Asking for and expressing definite arrangements Making decisions <p>LANGUAGE FOR USE</p> <p>Present continuous tense (affirmative, negative, question)</p> <p>To be going to (affirmative, negative, question)</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>READING</p> <ul style="list-style-type: none"> understanding short simple personal letters. identifying specific information in simpler written material he/she encounters such as letters and brochures. understanding specific information in a diary. <p>WRITING</p> <ul style="list-style-type: none"> writing a short simple postcard writing numbers and dates, own name, nationality, address, age, date of birth or arrival in the country etc. such as on a hotel registration form. writing short, simple notes and messages relating to matters in areas of immediate need. <p>SPEAKING</p> <ul style="list-style-type: none"> describing plans and arrangements explaining what he/she likes or dislikes about something. describing places in simple terms. communicating in simple and routine tasks requiring a simple and direct exchange of information handling very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble. discussing what to do, where to go and make arrangements replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details. 	<ul style="list-style-type: none"> Choosing a place where they want to go. Planning what they will do there. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 13 • HOLIDAYS	APRIL	1 - 2	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Asking for and expressing decisions and plans Asking for and expressing definite arrangements Making decisions <p>LANGUAGE FOR USE</p> <p>Words/phrases/expressions about national holidays and celebrations</p> <p>Present tense (general information)</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>READING</p> <ul style="list-style-type: none"> understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. finding specific, predictable information in simple everyday material such as timetables. locating specific information in lists and isolate the information required <p>WRITING</p> <ul style="list-style-type: none"> writing a series of simple phrases and sentences about their family, living conditions, holidays. writing short, simple poems about holidays writing short, simple notes and messages relating to matters in areas of immediate need. <p>SPEAKING</p> <ul style="list-style-type: none"> giving a simple description or presentation of people, living or working conditions, daily routines, etc. as a short series of simple phrases and sentences linked into a list. telling a story or describe something in a simple list of points. describing everyday aspects of his/her environment e.g. people, places, a job or study experience. giving short basic descriptions of events and activities. describing plans and arrangements, habits and routines giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. managing simple, routine exchanges without undue effort. participating in short conversations in routine contexts on topics of interest. discussing what to do, where to go and making arrangements to meet. 	<ul style="list-style-type: none"> Finding the names of their national holidays in English and writing them down. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 14 • MATHEMATICAL PROBLEMS	APRIL	3 - 4	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Imparting and seeking factual information: identifying, correcting, asking <p>LANGUAGE FOR USE</p> <p>Words / phrases / expressions about mathematical operations and problems</p> <p>Present continuous tense</p> <p>Present tense</p> <p>When...</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages getting an idea of the content of simple informational material and short simple speech, especially if there is visual support. <p>READING</p> <ul style="list-style-type: none"> understanding short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items. <p>WRITING</p> <ul style="list-style-type: none"> writing a series of simple phrases and sentences transferring numbers into letters and vice versa <p>SPEAKING</p> <ul style="list-style-type: none"> Using simple descriptive language to make brief statements about mathematical operations giving a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions. answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. interacting with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. exchanging relevant information on formulation of mathematical problems indicating when he/she is following dealing with practical everyday demands: finding out and passing on straightforward factual information. 	<ul style="list-style-type: none"> Changing the given mathematical problem into a cartoon strip story. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 15 • LABORATORY WORK	MAY	1 - 2 - 3	6	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Imparting and seeking factual information: identifying, correcting, asking <p>LANGUAGE FOR USE</p> <p>Words/phrases/expressions about matter/states of matter/experiments</p> <p>Present tense (for factual information)</p> <p>LISTENING</p> <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. <p>READING</p> <ul style="list-style-type: none"> using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. identifying specific information in simple written material he/she encounters such as experiments. understanding specific information in a text. understanding the gist of a text. <p>WRITING</p> <ul style="list-style-type: none"> writing very short, basic descriptions of scientific processes <p>SPEAKING</p> <ul style="list-style-type: none"> giving a simple description or presentation of scientific processes as a short series of simple phrases and sentences linked into a list. describing everyday aspects of his/her environment giving and receiving information about quantities, numbers etc. asking people for things and give people things. dealing with practical everyday demands: finding out and passing on straightforward factual information. communicating in simple and routine tasks requiring a simple and direct exchange of information. exchanging limited information on familiar and routine operational matters 	<ul style="list-style-type: none"> Doing an experiment on changing a matter and writing the steps of the experiment. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 16 • DIFFERENT LIFE STYLES	MAY	4	4	FUNCTION/S <ul style="list-style-type: none"> Imparting and seeking factual information Asking for and expressing definite arrangements Making decisions Asking for and expressing decisions and plans Expressing obligation Warning Asking for and making suggestions Expressing obligation Asking people to do and not to do things (Requesting) Identifying options Giving instructions Describing an event, person, place, animal, etc. Greeting Saying farewell and leave-taking Making introductions Expressing feelings Asking for attention Inviting Accepting or refusing Thanking Making suggestions Giving orders Asking for and telling regulations and rules Asking for and talking about daily routines Asking for and telling the price Making an order Asking for and telling quantity Expressing needs Asking for and expressing likes and dislikes Asking for and giving information Identifying people LANGUAGE FOR USE Words/phrases/expressions about the North Pole and its culture	<ul style="list-style-type: none"> Finding pictures showing different cultures. 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flash cards wall charts 	<ul style="list-style-type: none"> CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
	JUNE	1		LISTENING <ul style="list-style-type: none"> understanding and extracting the essential information from short recorded passages getting an idea of the content of simple informational material and short simple descriptions, especially if there is visual support. following changes of topic of a documentary and forming an idea of the main content. 				

UNIT	MONTH	WEEK	HOUR	TOPICS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/ TECHNIQUES	EVALUATION
UNIT 16 • DIFFERENT LIFE STYLES	JUNE	2 - 3	4	<p>READING</p> <ul style="list-style-type: none"> • using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context. • identifying specific information in simple written material he/she encounters • understanding specific information in a text <p>WRITING</p> <ul style="list-style-type: none"> • write about everyday aspects of people and places • write a series of simple phrases and sentences about people and living conditions <p>SPEAKING</p> <ul style="list-style-type: none"> • giving a short, rehearsed, basic presentation on a familiar subject. • answering straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible. • giving short basic descriptions of events and activities. • describing people, places and possessions in simple terms. • telling a story or describing something in a simple list of points. • describing everyday aspects of people and places. • giving a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list. • exchanging limited information on familiar and routine operational matters 				