**ȘCOALA GIMNAZIALĂ NR. 1 MORENI**

**Anul școlar: 2017-2018 Disciplina: Limba engleză Nr. de ore: 2 h/săptămână**

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| **Avizat responsabil comisia metodică ,,Limbă și comunicare”: Avizat director:**  **prof. prof.** |

**PROIECTAREA DIDACTICĂ A**

**UNITĂȚILOR DE ÎNVĂȚARE**

.

**Manualul:**

**Ministerul Educației Naționale, Limba modernă 1 - Limba engleză pentru clasa a V-a (L1) , autor Jenny Dooley (Student’s Book), Uniscan Grup Educațional, aprobat prin OM nr. 5266/03.10.2017,**

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| **Limba engleză pentru clasa a V-a (L1) by Jenny Dooley**  **\*Initial Revision: WELCOME BACK! - 8 classes Weeks: 1 - 4** | | | | | | | | |
| **NO.** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| *Revision*  **1.** | Greetings and introductions; | 1.2. Identify the significance / meaning of clearly-spoken dialogues;  2.1. Present a person / character;  2.4. Take part in dialogues;  4.1. Write simple short messages; | Listening and repeating;  Completing the dialogue;  Acting out similar dialogues using cartoon characters; | **1** | classroom | textbooks  picture prompts  notebooks; song | T-Ss; Ss-T; PW; | *Project:*  My Picture Alphabet |
| Classroom language; | 2.2. Use simple everyday phrases to take part in social interactions; | Listening and repeating;Using the Imperative (affirmative and negative) to give instructions/orders and to make a request; Listening to the instructions and doing the action. |
| The Alphabet and spelling | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.4. Take part in dialogues; | Listening and repeating; Singing the song; Choosing the correct spelling; Listening to and reading the dialogue; Acting out similar dialogues; Playing the spelling game. |
| *Revision*  **2.** | Subject personal pronouns; The Verb TO BE; | 2.1. Present a person/character;  4.1. Write simple short messages; | Listening and repeating; Looking at the pictures and choosing the correct answer; Presenting the grammar structures; studying the language box; making notes  Choosing the correct answer;  Completing the sentences; | **1** | classroom | textbooks  picture prompts  notebooks | T-Ss; Ss-T; PW; | *Homework:*  Personal Data |
| *Revision*  **3.** | The Indefinite Article *A/AN*; | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages; | Listening and repeating;  Looking at the pictures and writing the phrases; | **2** | classroom | textbooks  picture prompts  notebooks | T-Ss; Ss-T; PW; | *Project:*  My World of Colours |
| Classroom objects; | 4.1. Write simple short messages; | Labelling the pictures; making sentences; |
| Colours | 1.2. Identify the significance/ meaning of clearly-spoken dialogues/monologues;  2.4. Take part in dialogues;  2.3. Express preferences;  4.1. Write simple short messages; | Writing the colours in the notebooks; Listening, checking and repeating; Completing the sentences; Completing the gaps; Asking questions about the school things and answering them. |
| *Revision*  **4.** | School Subjects; My Timetable | 1.2. Identify the significance/ meaning of clearly-spoken dialogues/monologues;  2.4. Take part in dialogues;  2.3. Express preferences;  4.1. Write simple short messages; | Listening and repeating; Talking about the favourite school subjects; Listening to and completing the gaps of Tony' s timetable for Monday; Writing the personal timetable. | **2** | classroom | textbooks  picture prompts  notebooks | T-Ss; Ss-T; PW; GW | *Project:*  My Timetable |
| **5.** | ***Initial Test***  *Evaluation of language competences* | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Reading the text and doing a comprehension exercise;  Solving the vocabulary and grammar exercises;  Writing a short text about personal profiles. | **3** | classroom | evaluation test, task-sheets, scores | T-Ss; | test |
| **6.** | ***Evaluation Test*** | *Analysis and results* | Checking the correct test solutions; Explaining the most frequent mistakes; Registering the scores. | **3** | classroom | evaluation tests, scores, notebooks | T-Ss; Ss-T; | informal grades |
| *Revision*  **7.** | Numbers 1-100 | 1.2. Identify the significance/ meaning of clearly-spoken dialogues/monologues;  2.4. Take part in dialogues;  4.1. Write simple short messages; | Listening and repeating; matching the words to the numbers; Finding the numbers and writing them down (unscrambling); Asking and answering about the telephone numbers;  Completing the sentences with the correct number. | **4** | classroom | textbooks  picture prompts  notebooks | T-Ss; Ss-T; PW; GW | *Homework:*  My life in numbers |
| *Revision*  **8.** | Asking for/ Telling the time | 1.2. Identify the significance/ meaning of clearly-spoken dialogues/monologues;  2.4. Take part in dialogues;  4.1. Write simple short messages; | Listening and repeating; Copying the clock faces in the notebooks; Listening and drawing the clock hands' Completing the sentences; Asking and answering the questions. | **4** | classroom | textbooks  picture prompts  notebooks | T-Ss; Ss-T; PW; GW | *Monitoring activity* |

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| Limba engleză pentru clasa a V-a (L1) by Jenny Dooley - Unitățile de învățare  **Module 1: HELLO! - 9 classes Weeks 5 - 9** | | | | | | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | 1a. *Vocabulary* - Countries and nationalities | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.2. Use simple everyday phrases to take part in social interactions;  2.4. Take part in dialogues;  4.1. Write simple short messages; | Listening and repeating  Looking at the map  Matching the nationalities to the countries  Acting out the dialogues  Completing the sentences | 5 | classroom | textbooks; picture prompts;  maps; video; blackboard | T-Ss; Ss-T; PW;GW | *Homework*  - writing about the personal profiles about yourself and your e-friends; |
| 1 a. *Reading* - All around the world | 1.2. Identify the significance/meaning of clearly-spoken dialogues/monologues;  3.2. Extract information from a short illustrated text;  2.1. Present a person/character;  4.1. Write simple short messages; | Listening and reading the article  Doing a matching exercise and a *Right/Wrong* exercise  Copying the personal profiles and completing the gaps | textbooks; video; pictures;  blackboard | T-Ss; Ss-T; PW |
| 1 a. *Vocabulary*- Places in a country | 4.1. Write simple short messages;  1.2. Identify the significance/meaning of clearly-spoken dialogues/monologues;  2.1. Present a person/character;  4.2. Describe aspects of everyday life (people, places) | Writing a dual-choice exercise;  Listening to the dialogue;  Completing the profiles;  Talking about the personal profiles about yourself and your e-friends; | textbooks; video; pictures  blackboard | T-Ss; Ss-T; |
| **2.** | 1. b. *Grammar* - Possessive adjectives (singular and plural) | 4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies);  2.2. Use simple everyday phrases to take part in social interactions; | Presenting the grammar structures;  Matching the sentences;  Completing and writing the correct possessive adjective;  Choosing the correct answer;  Completing the gaps; | 5 | classroom | textbook exercises; pictures;  blackboard | T-Ss; Ss-T; PW;GW | *Poster:*  My Things! |
| **3.** | 1.c.  *Vocabulary -*  Seasons&Months; | 4.1. Write simple short messages;  2.3. Express preferences;  2.2. Use simple everyday phrases to take part in social interactions; | Repeating the nouns;  Writing the missing words in the notebooks;  Presenting the ordinal numerals;  Completing the questions with *How old* or *When;* | 6 | classroom | textbook exercises; pictures;  blackboard | T-Ss; Ss-T; PW | *Project*  Our Class Calendar |
| 1.d. *Everyday English -* Asking and giving personal information | 2.2. Use simple everyday phrases to take part in social interactions; | Reading and acting the dialogue;  Matching the questions to the answers;  Completing and acting the dialogue; |
| **4.** | 1.e. *Grammar* - The verb *to be*  (negative, interrogative and short answers) | 4.1. Write simple short messages;  3.3. Understand simple informal text messages;  4.3. Exchange short simple messages; | Presenting the grammar structures;  Making notes;  Studying the grammar box;  Filling in the gaps using long/short forms of the verb; Writing the sentences;  Correcting the sentences;  Reading the text; Matching the sentences;  Putting the words in the correct order;  Completing the questions and answering them; | 6 | classroom | realia; textbook exercises; pictures;  blackboard | T-Ss; Ss-T; PW;GW | *Project*  My Personal profile |
| **5.** | 1. f. *Across Cultures* - Landmarks of the World | 1.3. Explore cultural elements of the English-speaking world;  2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | Listening to and reading the blog entries;  Doing a matching exercise, a *Right / Wrong* exercise and a fill in exercise ;  Answering the questions;  Writing about and presenting a landmark in the blog;  Completing the gaps;  Rewriting the sentences; | 7 | Centre of document-ation and Information (C.D.I.) | textbook; video; exercises; pictures; whiteboard | T-Ss; Ss-T; PW;GW | *Project*  My Blog Entry |
| **6.** | 1. *CLIL* - Cross Curricular Links (Geography): The United Kingdom | 1.3. Explore cultural elements of the English-speaking world;  2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | Listening to and reading the texts;  Identifying the cities on the map;  Copying the table and completing it with information from the text; | 7 | C.D.I. | textbook; video; exercises; pictures; whiteboard | T-Ss; Ss-T; PW;GW | *Project:*  The United Kingdom |
| **7.** | 1. *Flash Time* -*Project Time*: The map of Romania (poster) | 3.4. Explore texts giving guidance or instruction;  4.1. Write simple short messages; | Drawing the map of Romania,  Completing the map with the name of the cities;  Sticking cut-outs, photos and pictures;  Collecting information about famous landmarks and our national colours;  Completing the poster; | 8 | C.D.I. | textbook; videos; exercises; pictures; whiteboard | T-Ss; Ss-T; PW;GW | *Poster:*  Romania |
| **8.** | 1. *Progress Check* | 3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | *Reading* - Famous Landmarks: Doing the *Right/Wrong* exercise;  *Vocabulary* - countries, cities, seasons, months;  *Grammar* - Doing exercises on Possessive Adjectives, the Verb *to be*;  *Everyday English* - Completing the dialogue;  *Listening* - Completing the gaps | 8 | classroom | textbook; videos; exercises; pictures;  blackboard | T-Ss; Ss-T; | *Homework:*  My email to an English pen-friend |
| **9.** | 1. *Evaluation* | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Reading the text and doing a comprehension exercise;  Solving the vocabulary and grammar exercises;  Writing a short text about personal profiles. | 9 | classroom | evaluation test, task-sheets, scores | T-Ss; | formal grades |

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| Limba engleză pentru clasa a V-a (L1) by Jenny Dooley - Unitățile de învățare  **Module 2: FAMILY TIES - 9 classes Weeks 9 -13** | | | | | | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | 2 a. *Vocabulary* - Family members and pets  2.a. *Reading* - The British Royal Family | 1.2. Identify the significance/meaning of clearly-spoken dialogues/monologues;  1.3. Explore cultural elements of the English-speaking world;  2.1. Present a person/character;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | *Vocabulary*: Watching the video;  Listening and repeating; Exploiting pictures; Completing the sentences;  Matching the pets to their owners;  *Reading:* Watching the video;  Listening to and reading the text;  Exploiting pictures; Doing the exercises - matching, Right / Wrong; Completing the sentences;Talking about families;  Completing the short post about families. | **9** | classroom | textbook; videos; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Homework:*  A quiz |
| **2.** | 2 b. *Grammar* - Have got (affirmative and negative)  Possessive case | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Completing and rewriting the sentences;  Correcting the sentences; Choosing the correct answer;Forming questions and answers about possession | **10** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Observation* |
| **3.** | 2 c.  *Vocabulary -*Physical Appearance / Personality  (Adjectives);  2 d. *Everyday English -*  Describing a family member | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.4. Take part in dialogues;  3.3. Understand simple informal text messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Listening and repeating;  Choosing the correct answer;  Doing the matching exercise;  Describing family members;  Listening to the dialogue and identifying the people in the pictures; Reading the dialogue and answering the questions;  Completing the dialogue and acting it out | **10** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Homework:*  My family members |
| **4.** | 2 e. *Grammar*  - *Have got* (interrogative and short answers)  - Plurals (regular and irregular) | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Doing the matching exercise and the fill in the gaps exercise;  Writing sentences and words | **11** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Project:*  The Stupid Goose |
| **5.** | 2 f. *Across Cultures* - Super Family/ Superheroes; Activities and hobbies | 1.3. Explore cultural elements of the English-speaking world;  2.1. Present a person/character;  2.2. Use simple everyday phrases to take part in social interactions;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Watching the video;  Listening to and reading the text;  Doing a matching exercise and a *Right / Wrong*  exercise ;  Presenting a superhero to the class;  Talking about activities and hobbies;  Talking about (in)abilities;  Completing the gaps in a factfile; | **11** | CDI | textbook; video;exercises; pictures; tables;  whiteboard | T-Ss; Ss-T; PW; GW | *Poster:*  My Favourite Cartoon Character |
| **6.** | 2. *CLIL* - (Science): Animals | 2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | Watching the video;  Listening to and reading the texts;  Doing a *Right / Wrong*  exercise ;  Exploiting the pictures and photos;  Presenting the types of animals to the class; | **12** | CDI | textbook; video; exercises; photos; pictures; tables; posters; drawings;  whiteboard | T-Ss; Ss-T; PW; GW | *Poster:*  Types of animals |
| **7.** | 2. Flash Time - *Project Time 2*:  A family tree | 3.4. Explore texts giving guidance or instruction;  4.1. Write simple short messages; | Watching the video; Copying Mia's family tree and creating a family for Mia;  Completing the table for her family members; Presenting Mia's family to the class; Sticking cut-outs, photos and pictures; Completing the poster; | **12** | CDI | textbook; video; exercises; photos; pictures; tables; posters; drawings;  whiteboard | T-Ss; Ss-T; PW; | *Poster:*  My Family Tree |
| **8.** | 2. *Progress Check* | 3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | *Reading* - An Amazing Hero: Doing the *R/W* exercise; *Vocabulary* - exercises on family members, appearance; *Grammar* - Doing exercises on the verb *to have,* on the verb can, on possession case, on the plural of the nouns; *Everyday English* - Completing the dialogue; *Listening* - choosing the correct answer; Writing - the email to a pen-friend | **13** | classroom | textbook; tape, exercises; blackboard | T-Ss; Ss-T; PW; | *Homework:*  My Mailbox |
| **9.** | 2. *Evaluation* | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Reading the text and doing a comprehension exercise; Solving the vocabulary and grammar exercises;  Writing a short text about the family members. | **13** | classroom | task-sheets exercises; blackboard | T-Ss; Ss-T; | formal grades |
| Limba engleză pentru clasa a V-a (L1) by Jenny Dooley - Unitățile de învățare  **Module 3: HOME, ... SWEET HOME - 10 classes Weeks 14 - 18** | | | | | | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | 3a.*Vocabulary* Rooms/Placesof a house, Furniture and Appliances  *Reading* - Peter's Email | 1.2. Identify the significance/meaning of clearly-spoken dialogues;  2.1. Present the description of a room;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies);  4.3. Exchange short simple messages; | *Vocabulary*: Watching the video; Matching the rooms to the pictures;  Listening and repeating; Exploiting pictures; Listing the words under the headings; Asking and answering the questions;  *Reading:* Watching the video;  Listening to and reading the text;  Exploiting pictures; Doing the exercises - matching, *Right / Wrong*, fill in the gaps  Answering the questions; Identifying the antonyms; Describing rooms | **14** | classroom | textbook; videos; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Homework:*  My Room (email) |
| **2.** | 3 b. *Grammar* - *There is – there are*  Demonstrative pronouns and adjectives -*this/these, that/those*  Prepositions of place | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Exploiting pictures;  Filling in the gaps;  Describing the pictures using prompts;  Writing a short post describing a bedroom; | **14** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Homework:*  My Bedroom  (a post) |
| **3.** | 3c.  *Vocabulary* Public places near my house;  3d. *Everyday English -*  Describing your home | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.4. Take part in dialogues;  3.1. Understand signs and other public notices;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | *Vocabulary*: Watching the video;  Labelling the pictures; Listening and repeating; Talking about places near your house; Talking about announcements and messages in public places;  *Everyday English:* Completing the dialogue and acting it out; Acting out similar dialogues | **15** | classroom | textbook; exercises; pictures;  blackboard | T-Ss; Ss-T; PW | *Homework:*  My House  ( a dialogue) |
| **4.** | **Merry Christmas!** | 1.3. Explore cultural elements of the English-speaking world;  2.1. Present a person/character;  4.1. Write simple short messages; | Listening to and singing Christmas carols and songs; Taking part to the Christmas school festival and the karaoke show; | **15** | CDI  school hall | music station, video, greeting cards, decorations | Ss-T; T-Ss; PW; GW | *The Christmas Festival* |
| **5.** | 3 e. *Grammar* - *A/an – Some – Any; There is – There* *are* ( interrogative and short answers) | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Doing the matching exercise and the fill in the gaps exercises; Choosing the correct word; Writing sentences and words; Completing the sentences;  Asking and answering the questions; | **16** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Project:*  My Room |
| **6.** | 3 f. *Across Cultures* - British Homes, Official residence | 1.3. Explore cultural elements of the English-speaking world;  2.1. Present a person/character;  2.2. Use simple everyday phrases to take part in social interactions;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Watching the video; Listening to and reading the webpage; Doing the matching exercise and the *Right / Wrong*  exercise ; Answering the questions;  Completing the sentences;  Presenting an English home to the class;  Rewriting the sentences;  Writing a short message about your home; Preparing the project | **16** | CDI | textbook; video;exercises; pictures; coloured pencils and crayons; sheets of paper;  whiteboard | T-Ss; Ss-T; PW; GW | *Posters:*  An English Cottage  Famous Homes (Buckingham Palace, the White House, etc.) |
| **7.** | 3. *CLIL* - Maths: Draw a map to scale | 2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | Watching the video; Listening to and reading the instructions; Completing the missing words in the sentences; Doing a *R / W* exercise; Answering the questions; Presenting the scales maps to the class; | **17** | CDI | textbook; video; exercises; graph paper, rulers, pencils; pictures; drawings; | T-Ss; Ss-T; | *Project:*  The scaled map of my room/classroom |
| **8.** | 3. *Flash Time -* *Project Time 3*:  A dream house | 3.4. Explore texts giving guidance or instruction;  4.1. Write simple short messages; | Looking at Victor's dream house and describing it; Using a template to create a personal dream house; Talking and writing about it; Presenting the house description to the class; Completing the poster; Watching the video; | **17** | CDI | textbook; video; exercises; photos; pictures; tables; posters; drawings;  whiteboard | T-Ss; Ss-T; PW; | *Poster:*  My Dream House |
| **9.** | 3. *Progress Check* | 3.3. Understand simple informal text messages;  4.1. Write simple short messages; | *Reading* - *Number 10*: Answering the questions; *Vocabulary* - Choosing the odd word out; *Grammar* - Doing fill-in and dual choice exercises; *Everyday English* - Completing the dialogue;  *Listening* - choosing the correct answer  *Writing* - the email to Mark | **18** | classroom | textbook; tape, exercises; blackboard | T-Ss; Ss-T; PW; | *Homework:*  My Mailbox |
| **10.** | 3. *Evaluation* | 4.1. Write simple short messages;  4.2. Describe aspects of everyday life | Presenting and assessing the English portfolios; Analysing the results and the progress; Registering the final grades at the end of the semester. | **18** | classroom | task-sheets exercises; blackboard | T-Ss; Ss-T; | formal grades for portfolio assessment  semestrial grades |
| Limba engleză pentru clasa a V-a (L1) by Jenny Dooley - Unitățile de învățare  **Module 4: EVERY DAY - 9 classes Weeks 19-23** | | | | | | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | 4 a.*Vocabulary -* Daily routine/Free-time activities, School  4.a *Reading* - School days in the UK | 1.2. Identify the significance/meaning of clearly-spoken dialogues;  2.1. Present a person/character;  2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies);  4.3. Exchange short simple messages; | *Vocabulary*: Watching the video; Listening and repeating;  Telling the time;  Describing/ Exploiting the pictures;  Talking about Barry's routine on Mondays;  *Reading:* Watching the video;  Listening to and reading the text;  Exploiting pictures;  Doing the exercises - matching, *Right / Wrong*; Answering the questions; *Vocabulary*: Completing the sentences,  Identifying the antonyms;  Listening and completing Paul's timetable.  Describing personal daily routine; | **19** | classroom | textbook; videos; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Homework:*  My Daily Routine |
| **2.** | 4 b. *Grammar* - Present Simple  (Affirmative and negative)  Prepositions of time: *at, on, in* | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Exploiting pictures;  Info transfer in a table;  Ticking the correct pronunciation; Choosing the correct answer;  Filling in the gaps of a short text/  sentence;  Describing Sundays' programme using prompts; | **19** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Homework:*  Paola's Daily Routine |
| **3.** | 4c.  *Vocabulary -*  Free-time activities;  4d. *Everyday English* - Asking for/giving directions | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.3. Express preferences;  2.4. Take part in dialogues;  3.1. Understand signs and other public notices; | *Vocabulary*: Watching the video;  Listening and repeating;  Talking about favourite/hateful free-time activities;  *Everyday English:* Reading andacting out the dialogue;  Acting out similar dialogues based on the map of the school;  Following instructions; | **20** | classroom | textbook; video; exercises; pictures;  blackboard | T-Ss; Ss-T; PW | *Homework:*  How can I get there?  ( a dialogue) |
| **4.** | 4 e. *Grammar* - Adverbs of frequency;  Present simple (interrogative and short answers) | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Choosing the correct adverb of frequency;  Putting the words in the correct order; Info-transfer into a table;  Asking and answering the questions;  Forming questions;  Filling in the gaps with the Present Simple of the verbs;  Reading Paul's letter and answering the questions; | **20** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Project:*  My Letter to Joshua |
| **5.** | 4 f. *Across Cultures* - National Sport | 1.3. Explore cultural elements of the English-speaking world;  2.1. Present a person/character;  2.2. Use simple everyday phrases to take part in social interactions;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | *Reading*: Watching the video;  Listening to and reading the text on Gareth Bale, the footballer;  Doing the matching exercise and the *Right / Wrong*  exercise ;  Answering the questions;  *Vocabulary*: Completing the gaps in the sentences; talking about (in)abilities;  Asking and answering the questions in pairs;  Listening and completing the notes about Anton's daily routine;  Talking about a famous sportsperson. | **21** | CDI | textbook; video;exercises; pictures; cut-outs, coloured pencils and crayons; sheets of paper;  whiteboard | T-Ss; Ss-T; PW; GW | *Posters:*  Our Favourite Sportsperson |
| **6.** | 4. *CLIL* - (Citizenship: School Rules) | 2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | Watching the video;  Listening to and reading the text;  Doing a *Right / Wrong/Doesn't Say* exercise;  Talking about school rules using prompts. | **21** | CDI | textbook; video; exercises; pencils; pictures; drawings; | T-Ss; Ss-T; GW | *Project:*  Our School Rules |
| **7.** | 4. Flash Time - *Project Time 4*: A famous sportsperson | 3.4. Explore texts giving guidance or instruction;  4.1. Write simple short messages; | Collecting information about a famous Romanian sportsperson; making notes under the specific headings;  Using a template to create a personal project;  Talking and writing  about the sportsperson;  Presenting the description to the class; Completing the poster;  Designing a 'Healthy Habits' timetable; Watching the video; | **22** | CDI | textbook; video; exercises; photos; pictures; tables; posters; drawings;  whiteboard | T-Ss; Ss-T; individual work | *Poster:*  Famous Romanian Sportspeople |
| **8.** | 4. *Progress Check* | 1.2. Identify the significance/meaning of clearly-spoken dialogues/monologues;  2.2. Use simple everyday phrases to take part in social interactions;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | *Reading* - *A Day in the life of ...*: Choosing the correct answer;  *Vocabulary* - Choosing the correct word; Doing a fill-in exercise;  *Grammar* - Writing the correct forms of the verbs in brackets; Choosing the correct item; Putting the words in the correct order;  *Everyday English* - Choosing the correct response;  *Listening* - Choosing the correct answer  *Writing* - the email to Stan about the activities at the weekends. | **22** | classroom | textbook; tape, exercises; blackboard | T-Ss; Ss-T; PW; | *Homework:*  My Email to Stan |
| **9.** | 4. *Evaluation* | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Reading the text and doing a comprehension exercise;  Solving the vocabulary and grammar exercises;  Writing a short text about the daily routine. | **23** | classroom | task-sheets exercises; blackboard | T-Ss; Ss-T; | formal grades |

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| **LIMBA ENGLEZĂ PENTRU CLASA a V-a (L1) BY JENNY DOOLEY - UNITĂȚILE DE ÎNVĂȚARE** | | | | | | | | |
| **Module 5:**  **ALL ABOUT FOOD** | | **Vocabulary:** food and drinks; food preparation; cooking tools | **Grammar:** countable/uncountable nouns; partitives and quantifiers; modal verbs: can/can't, may/may not | **Reading:** match phrases to make complete sentences; choose correct items to complete sentences; complete sentences with missing information; identify R/W/DS statements, answer comprehension questions | | | | **Weeks 23-28:**  **9 classes** |
| **Listening:** listen for specific information | **Speaking:** express likes and dislikes; give instructions; present healthy/unhealthy eating habits | **Writing:** write an invitation; write a blog entry about street food | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | 5a.*Vocabulary* - Food and drinks; Celebrations  5a. *Reading* - Sweet Food | 1.3. Explore cultural elements of the English-speaking world;  2.3. Express preferences;  2.4. Take part in dialogues;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies);  4.3. Exchange short simple messages; | *Vocabulary*: Watching the video; Labelling the pictures with the words in the list;  Listening and repeating;  Expressing likes and dislikes – preferences;  *Reading:* Watching the video;  Listening to and reading the text;  Exploiting pictures;  Doing the exercises - matching, *Right / Wrong*;  *Vocabulary*: Describing UK/USA celebrations based on prompts; Listening and repeating; Matching the wishes to the greetings; Comparing the foreign celebrations to the Romanian ones; Inviting an English friend to Romania; Writing a funny message to a classmate. | **23** | classroom | textbook; videos; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Project:*  My Invitation to a Friend |
| **2.** | 5 b. *Grammar* - A/An; Some/Any; Partitives | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Info transfer in a table: C/U nouns, the plurals;  Choosing the correct answer;  Matching the two columns. | **24** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Homework:*  My Shopping List |
| **3.** | 5c.  *Vocabulary -*  Food Preparation; Cooking Tools  5d. *Everyday English* -Giving instructions | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.3. Express preferences;  2.4. Take part in dialogues;  4.1. Write simple short messages; | *Vocabulary*: Listening and repeating;  Matching the cooking tools to the correct phrases;  Talking about food preparation; Making and writing the sentences;  *Everyday English:* Completing the dialogue using the given sentences;Listening to and checking it; Reading andacting out the dialogue in pairs;  Acting out similar dialogues based on different recipes; Asking and answering the questions; Giving/Following instructions; | **24** | classroom | textbook; video; exercises; pictures;  blackboard | T-Ss; Ss-T; PW | *Homework:*  My Favourite Recipe |
| **\*** | **Programul Național ,,Școala altfel” - 2 classes** | | **Non-formal activities** | **25** |  |  |  |  |
| **4.** | 5 e. *Grammar* - Quantifiers;  Modal verbs: *can/can't – may/may not* | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Choosing the correct word; Writing a shopping list and making dialogues about the items to be bought.  Looking at the pictures and talking about the performers of the actions; Asking and answering the questions; Talking about abilities and permission. | **26** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Homework:*  The things I can do and the things I may do |
| **5.** | 5 f. *Across Cultures* - Street Food Around the World | 1.3. Explore cultural elements of the English-speaking world;  2.2. Use simple everyday phrases to take part in social interactions;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | *Reading*: Watching the video;  Listening to and reading the text;  Doing the matching exercise and the *Right / Wrong*  exercise ;  Answering the questions;  *Vocabulary*: Completing the gaps in the sentences;  *Speaking*: Expressing likes about street food;  *Listening:* Choosing the correct answer; *Writing*: a blog entry about street food in Romania. | **26** | CDI | textbook; video;exercises; pictures; cut-outs, coloured pencils and crayons; sheets of paper;  whiteboard | T-Ss; Ss-T; PW; GW | *Posters:*  Traditional dishes in Romania |
| **6.** | 5. *CLIL-* ( Food Tehnology): The Eatwell Guide | 2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | Watching the video;  Listening to and reading the text;  Doing a *Right / Wrong/Doesn't Say* exercise;  Talking about food habits and about healthy food and drinks. | **27** | CDI | textbook; video; exercises; pencils; pictures; drawings; | T-Ss; Ss-T; GW | *Project:*  Our leaflets on healthy food |
| **7.** | 5. Flash Time - *Project Time*: Healthy/Unhealthy eating habits | 1.2. Identify the significance/meaning of clearly-spoken dialogues /monologues;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | Collecting pictures and information about food items; making notes and labelling the pictures;  Preparing a quiz about food;  Presenting the findings about the students' eating habits to the class;  Presenting the posters to the class;  Watching the video; | **27** | CDI | textbook; video; exercises; photos; pictures; tables; posters; drawings;  whiteboard | T-Ss; Ss-T; individual work; PW; GW | *Poster:*  Healthy Eating |
| **8.** | 5. *Progress Check* | 1.2. Identify the significance/meaning of clearly-spoken dialogues/monologues;  2.2. Use simple everyday phrases to take part in social interactions;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | *Reading* - *Lunchtime in the UK;* Answering the questions;  *Vocabulary* - Choosing the correct word; Circling the odd word out;  *Grammar* - Choosing the correct word (dual-choice);  *Everyday English* - Reading the recipe; Completing the questions and answering them;  *Listening* - Choosing the correct answer;  *Writing* - Completing the e-message to Helen about the favourite meal. | **28** | classroom | textbook; tape, exercises; blackboard | T-Ss; Ss-T; PW; | *Homework:*  My Email to Stan |
| **9.** | 5. *Evaluation* | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Reading the text and doing a comprehension exercise;  Solving the vocabulary and grammar exercises;  Writing a short text about street food. | **28** | classroom | task-sheets exercises; blackboard | T-Ss; Ss-T; | formal grades |

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| **LIMBA ENGLEZĂ PENTRU CLASA a V-a (L1) BY JENNY DOOLEY - UNITĂȚILE DE ÎNVĂȚARE** | | | | | | | | |
| **Module 6:**  **LET'S HAVE FUN!** | | **Vocabulary:** outdoor/free-time activities; the weather; clothes, shopping and books. | **Grammar:** Present Tense Continuous;personalobject/possessive pronouns. | **Reading:** match phrases to make complete sentences; identify R/W/DS statements, answer comprehension questions | | | | **Weeks 29 -32:**  **8 classes** |
| **Listening:** listen for specific information (Multiple matching) | **Speaking:** agree/disagree; talk about the weather; describe what a person is wearing; buy things; give information about books; present celebrations/ festivals. | **Writing:** write an instant message; write a thank you note. | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | 6a.*Vocabulary:* Free-time outdoor activities; The weather;  6a. *Reading:* Holiday Fun | 1.3. Explore cultural elements of the English-speaking world;  2.3. Express preferences;  2.4. Take part in dialogues;  3.2. Extract information from a short illustrated text;  3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies);  4.3. Exchange short simple messages; | *Vocabulary*: Watching the video; Talking about free-time activities using picture prompts; Expressing likes and dislikes – preferences; Agreeing and disagreeing  *Reading:* Watching the video; Listening to the music and looking at the pictures for identifying Cheryl's and Katy's locations; Checking the words in the box; Reading the texts and writing the cities; Exploiting pictures;  *Vocabulary*: Listening and repeating;  Describing the weather in each season; Searching online and talking about the weather today different cities of the world; Talking about celebrating festivals in Paris and Moscow and about the excitement of these events; Identifying songs from different countries; Writing an instant message about a festival, based on a template; | **29** | classroom | textbook; videos; songs; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Project:*  A Special Festival |
| **2.** | 6 b. *Grammar* - Present Continuous (Affirmative and Negative ) | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Exploiting pictures; Matching the parts of the sentences; Forming complete sentences using the Present Continuous; Choosing the correct answer; Correcting the sentences. | **29** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Monitoring class work* |
| **3.** | 6 c.  *Vocabulary -*Clothes/Accessories/Footwear;  6.d*.Everyday English -* Shopping | 1.1. Identify the general meaning of clearly-spoken everyday dialogues and messages;  2.3. Express preferences;  2.4. Take part in dialogues;  4.1. Write simple short messages; | *Vocabulary*: Listening and repeating;  Matching the words to the pictures;  Talking about what each person is wearing; food preparation; Making and presenting the sentences;  *Everyday English:* Listening to and reading the dialogue; acting out the dialogue in pairs;  Acting out similar dialogues based on different shopping items; | **30** | classroom | textbook; exercises; pictures;  blackboard | T-Ss; Ss-T; PW | *Homework:*  My Wardrobe |
| **4.** | 4) e. *Grammar* - Present Continuous (interrogative and short answers);  Object personal pronouns; Possessive pronouns | 2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Presenting the grammar structures; studying the language box; making notes  Matching the questions to the answers; Completing the questions and answers; Choosing the correct word; Forming questions and answering them; reading the information in the table and choosing the correct item. | **30** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Task-sheet:*  The Present Continuous Tense |
| **5.** | 6 f. *Across Cultures* - Famous writers (Escape to Narnia);  *Vocabulary*: Types of books | 1.2. Identify the significance /meaning of clearly-spoken dialogues/monologues;  1.3. Explore cultural elements of the English-speaking world;  2.1. Present a person/character;  world;  2.3. Express preferences;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | *Reading*: Watching the video; Identifying the pictures;  Listening to and reading the text;  Completing the sentences;  Making notes under the given headings;  *Vocabulary*: Listening and repeating; Looking at the pictures; Making the distinction between fiction and non- fiction;  *Speaking*: Talking and writing about the types of books using qualifying adjectives; Expressing likes or dislikes;  *Listening:* matching the people to their favourite types of books;  *Writing*: a thank you message for a gift. | **31** | CDI | textbook; video;exercises; pictures; cut-outs, coloured pencils and crayons; sheets of paper;  whiteboard | T-Ss; Ss-T; PW; GW | *Posters:*  My favourite book |
| **6.** | 6. *CLIL-* (ICT): How to print a lot of photos from an email at once | 2.2. Use simple everyday phrases to take part in social interactions;  3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | Watching the video;  Listening to and reading the text; Checking the words;  Putting the pictures in the correct order; Explaining how to print a lot of photos; Creating a poster;  Talking about holiday destinations. | **31** | CDI | textbook; video; exercises; photos; pencils; pictures; drawings; | T-Ss; Ss-T; GW | *Poster:*  Holiday Destinations |
| **7.** | 6. Flash TIME - *Project Time*: Celebrations in Romania (poster) | 1.2. Identify the significance/meaning of clearly-spoken dialogues /monologues;  3.3. Understand simple informal text messages;  4.1. Write simple short messages; | Collecting pictures and information about annual celebrations in Romania; Making notes under the given headings; Creating a calendar showing celebrations in the different months; food items; making notes and labelling the pictures;  Preparing a short text on a special celebration;  Presenting the posters to the class; | **32** | CDI | textbook; video; exercises; photos; pictures; tables; posters; drawings;  whiteboard | T-Ss; Ss-T; individual work; PW; GW | *Poster:*  Our Calendar of Romanian Celebrations |
| **8.** | 6. *Progress Check* | 2.1. Present a celebration/ person/character;  2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages; | *Reading* - *Postcards*  Doing the *R/W/DS exercise;*  *Vocabulary* - Filling in the gaps; Unscrambling the words;  *Grammar* - Putting the verbs in brackets into the Present Continuous; Rewriting the sentences in the negative; Completing the questions; Choosing the correct word (dual-choice);  *Everyday English* - Completing the dialogue;  *Listening* - Matching the people to their favourite activity;  *Writing* - Completing the e-message to Simon about a holiday destination.. | **32** | classroom | textbook; tape, exercises; blackboard | T-Ss; Ss-T; PW; | *Homework:*  My Email to Simon |

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| **LIMBA ENGLEZĂ PENTRU CLASA a V-a (L1) BY JENNY DOOLEY - UNITĂȚILE DE ÎNVĂȚARE** | | | | | | | | |
| **WORLD TALES** | | **Vocabulary:** Fiction | **Grammar:** Present Tense Simple | **Reading:** match pictures to the story characters; use phrases to make complete sentences; identify R/W/DS statements, answer comprehension questions | | | | **Week 33:**  **2 classes** |
| **Listening:** listen for specific information | **Speaking:** describe the characters; give information about the chronological events; present the story to the class | **Writing:** making notes, writing the summary of the story | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | ***The Fisherman and the Fish*** | 1.2. Identify the significance/meaning of clearly-spoken dialogues/ monologues;  2.4. Take part in dialogues;  3.2. Extract information from a short illustrated text;  4.1. Write simple short messages; | Identifying the story characters in the set of pictures; Watching the video; Listening to and reading the story; Putting the pictures in the correct order; Choosing the best answer - multiple choice; Expressing wishes related to the golden fish; Detecting the message of the story; Designing a cover for the story; Taking roles and acting out the story. | **33** | classroom | textbook; video; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Video Project:*  Our fish |
| **2.** | ***Lord of the Greenwood*** | 1.3. Explore cultural elements of the English-speaking world;  2.2. Use simple everyday phrases to take part in social interactions;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | Identifying the story characters in the set of pictures; Watching the video; Listening to and reading the story; Ordering the events chronologically;  Doing the *R/W* exercise;  Writing the summary of the story;  Predicting the end of the story;  Researching the whole story and checking the predictions. | **33** | classroom | textbook; exercises; pictures; tables  blackboard | T-Ss; Ss-T; PW | *Project:*  The illustrated summary of the story |

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| **LIMBA ENGLEZĂ PENTRU CLASA a V-a (L1) BY JENNY DOOLEY - UNITĂȚILE DE ÎNVĂȚARE** | | | | | | | | |
| **Final Revision and Evaluation** | | **Vocabulary:** aspects of everyday life (people, places, families, hobbies); | **Grammar:** Present Tense Simpleand Continuous; The plural; Partitives; Possessive Adjectives; Prepositions | **Reading:** fill-in the gaps;choose the correct solution; | | | | **Weeks 34-35:**  **4 classes** |
| **Speaking:** describe people, homes, the daily routine; | **Writing:** making notes, writing the summary of the story | | | |
| **Class** | **DETAILED DIDACTIC CONTENT** | **SPECIFIC COMPETENCES** | **DIDACTIC ACTIVITIES** | **RESOURCES** | | | | **EVALUATION** |
| **Week** | **Place** | **Didactic aids** | **Class Management** |
| **1.** | **Revision** **of modules 1- 3** | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | ***Vocabulary:* Nationalities; Family -**  Doing the fill-in exercises;  **Homes -** Choosing the correct word (multiple-choice);  **Daily Routine -** Filling in the gaps  ***Grammar*: Possessive Adjectives; The Plural -** Choosing the correct word;  ***Everyday English*: Describing people -** Filling in the gaps; Acting out the dialogue; | **34** | classroom | textbook; exercises; pictures;  blackboard | T-Ss; Ss-T; PW; GW | *Task-sheets*  *informal scores* |
| **2.** | **Revision** **of modules 4 - 6** | 3.3. Understand simple informal text messages;  4.1. Write simple short messages;  4.2. Describe aspects of everyday life (people, places, families, hobbies); | ***Vocabulary:* Free-time activities -** Doing the fill-in exercises;  **Cooking process -** Doing the fill-in exercises; Choosing the correct word;  ***Grammar*:**  **Some/Any -** Doing the fill-in exercises; **Prepositions**: *at,on,in* - Filling in the gaps;  **Quantifiers and partitives**: Choosing the correct word or phrase; ;  **The Present Continuous -** Putting the verbs in brackets into the present continuous  ***Everyday English*: Locating things** -Choosing the correct response; **Shopping** - Completing the dialogue. | **34** | classroom | textbook; exercises; pictures;  blackboard | T-Ss; Ss-T; PW | *Task-sheets*  *informal scores* |
| **3.** | **Portfolio Assessment** | Evaluation of the competences of English | Presenting and assessing the English portfolios; Analysing the results and the progress; Registering the final grades at the end of the semester/school year. | **35** | classroom | task-sheets exercises; blackboard | T-Ss; Ss-T; | formal grades for portfolio assessment  semestrial and annual grades |
| **4.** | **Goodbye for the summer** | Our class summer festival | Crosswords puzzle; Karaoke show; short poems; farewells. | **35** | CDI | laptop, videoscreen;  microphones, | T-Ss; Ss-T; PW; GW | *smiles and fun* |