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UNIT	TOPIC-MOUNT	WEEK	HOUR	FUNCTIONS/LANGUAGE FOR USE/SKILLS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/TECHNIQUES	EVALUATION
UNIT 1 • NEW FRIENDS	HII / SEPTEMBER	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Greeting and introducing oneself <p>LANGUAGE FOR USE</p> <p>Hi! Hello! I'm... My name's... What's your name? How do you spell it? Good morning / afternoon / evening / night!</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to recorded texts to put the lines into their correct order Listening to recognize basic pronunciation patterns <p>SPEAKING</p> <ul style="list-style-type: none"> Using basic greeting expressions Asking and answering simple questions Responding to simple statements related to introducing and greeting Repeating simple phrases for correct pronunciation <p>READING</p> <ul style="list-style-type: none"> Reading single phrases for general comprehension Using clues to make predictions Recognizing simple phrases <p>WRITING</p> <ul style="list-style-type: none"> Writing simple, isolated phrases and sentences related to introducing and greeting 	<ul style="list-style-type: none"> Creating short conversations with finger puppets 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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
				<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information about classroom objects Following classroom instructions <p>LANGUAGE FOR USE</p> <p>What's this? It's a... Classroom commands: Stand up!, Sit down!, Open your book!, Close your book!, Write!, Be quiet!, Point to the door! Classroom objects: pen, pencil, pencil case, pencil sharpener, rubber, ruler, book, notebook, desk, board, school bag Teacher, student</p> <p>LISTENING</p>	<ul style="list-style-type: none"> Doing picture puzzles 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards wall charts 	<ul style="list-style-type: none"> techniques CILL (Content and Language Integrated Approach) Process - Oriented Approach NLP MIT games question / answer songs guessing / 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
UNIT 2 • MY CLASSROOM	Classroom Language / SEPTEMBER	4	2					

UNIT	TOPIC-MOUNT	WEEK	HOUR	FUNCTIONS/LANGUAGE FOR USE/SKILLS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/TECHNIQUES	EVALUATION
UNIT 3 • MY FAMILY	OCTOBER	1	2	<ul style="list-style-type: none"> Listening to recorded short texts to assimilate meaning <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering simple questions Initiating and responding to simple statements in areas of immediate need Identifying what he/she means by pointing to it <p>READING</p> <ul style="list-style-type: none"> Recognizing familiar names, words and simple phrases Reading simple phrases for general comprehension with visual support Using clues to make predictions Following short, simple directions and instructions <p>WRITING</p> <ul style="list-style-type: none"> Writing simple phrases and sentences about their classroom 	<ul style="list-style-type: none"> Preparing a mini poster using photographs of their family members 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards wall charts 	<ul style="list-style-type: none"> predicting dictation dramatization role - playing repetition doing project 	<ul style="list-style-type: none"> Portfolio assessment Observation Quiz Tests
		2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information about family members Identifying family members Asking for and giving information about things and people <p>LANGUAGE FOR USE</p> <p>Is this/that your...? Who's this/that? This/That is... Yes, he/she's my... Her/His name's... (family members) mother, father, sister, brother, grandmother, grandfather</p> <p>Numbers 1-10</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to texts which are short and clear for comprehension Listening to texts for pleasure (song) <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering questions about themselves and their families Handling numbers <p>READING</p> <ul style="list-style-type: none"> Reading very short and simple texts, a single phrase at a time to match visuals and names Picking up familiar names, words and basic phrases <p>WRITING</p> <ul style="list-style-type: none"> Writing simple isolated sentences about themselves and their families Writing numbers (one to ten) 	<ul style="list-style-type: none"> Preparing a mini poster using photographs of their family members 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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	TOPIC-MOUNT	WEEK	HOUR	FUNCTIONS/LANGUAGE FOR USE/SKILLS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/TECHNIQUES	EVALUATION
CONSOLIDATION (Units 1, 2, 3)	OCTOBER	4	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> All functions covered in Units 1, 2, 3 <p>SKILLS</p> <p>All skills in Units 1, 2, 3</p>	<ul style="list-style-type: none"> Revision or checking the previous tasks 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information Identifying clothing items Identifying colours Describing clothes <p>LANGUAGE FOR USE</p> <p>What colour is/are...? It's... They're... These are... Clothes: skirt, blouse, dress, jeans, jumper, socks, shoes, boots, shirt, T-shirt, trousers, trainers, jacket, shorts, hat Colours: white, purple, yellow, red, black, green, pink, orange, brown, blue</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to recorded texts to match visuals and names Listening for specific information and identifying corresponding words <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering simple questions about their clothes Identifying what he/she means by pointing to it Using an inadequate word from his/her repertoire and using gestures to clarify what he/she wants to say 	<p>Choosing a cartoon character and dressing him/her up (draw, colour, cut)</p>	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards wall charts 	<ul style="list-style-type: none"> techniques 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 4 • MY CLOTHES	Daily Clothes / NOVEMBER	2	2					

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UNIT 5 • BODY PARTS	NOVEMBER	3	2	<p>READING</p> <ul style="list-style-type: none"> Understanding very short, simple texts at a time Recognizing familiar names, words and basic phrases Categorizing related terms using visual support Using clues to make predictions <p>WRITING</p> <ul style="list-style-type: none"> Writing simple isolated sentences Writing simple sentences about their clothes 	Labelling the body parts	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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
	My Body / NOVEMBER	4	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information about body parts Identifying parts of body <p>LANGUAGE FOR USE</p> <p>I've got...</p> <p>Adjectives: big, small, fair, curly, straight, short, long</p> <p>Body parts: head, shoulder, arm, hand, finger, leg, toe, foot, hair, ears, eyes, nose, mouth</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to a song and singing and acting out Listening to clear and short texts to follow repeated commands <p>SPEAKING</p> <ul style="list-style-type: none"> Repeating simple phrases for correct pronunciation Reading aloud very short rehearsed texts Producing simple, mainly isolated phrases about body parts 				
		DECEMBER		1	<p>READING</p> <ul style="list-style-type: none"> Reading and understanding short and clear texts at a time, picking up familiar words and basic phrases Categorizing related terms <p>WRITING</p> <ul style="list-style-type: none"> Writing simple isolated phrases and sentences 			

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UNIT 6 • HOME SWEET HOME	Rooms / DECEMBER	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking for and giving information about where things are Identifying furniture and parts of a house <p>LANGUAGE FOR USE</p> <p>Where is/are...?</p> <p>Prepositions: in, on, under, behind</p> <p>Rooms: bathroom, bedroom, living room, kitchen</p> <p>Furniture: bed, toilet, armchair, refrigerator, wardrobe, washbasin, sofa, cooker, desk, shower, coffee-table, cupboard, bookcase, tap, television, table</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to a recorded text to match pieces of information <p>SPEAKING</p> <ul style="list-style-type: none"> Repeating simple phrases for correct pronunciation Asking and answering questions related to parts of a house and objects Initiating and responding to simple statements Reading aloud very short rehearsed texts <p>READING</p> <ul style="list-style-type: none"> Reading single phrases to match visuals and names Using clues to make predictions Categorizing related terms Recognizing simple phrases <p>WRITING</p> <ul style="list-style-type: none"> Writing simple isolated phrases and sentences about where objects are 	Imagining a room and colouring it and writing the names of the objects	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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	4	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> All functions covered in Units 4, 5, 6 <p>SKILLS</p> <p>All skills in Units 4, 5, 6</p>	<ul style="list-style-type: none"> Revision or checking the previous tasks

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UNIT 7 • PETS	Ordinary Pets / JANUARY	1	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Identifying and describing animals <p>LANGUAGE FOR USE</p> <p>Is it a ...? Yes, it is a.../ No, it isn't a...</p> <p>Adjectives: small, big, long, colourful</p> <p>Pets: cat, dog, parrot, fish, rabbit, hamster, tortoise, frog</p> <p>Nouns: pet, fin, tail</p> <p>It has got...</p> <p>Numbers: 11-20</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening for specific information and identifying corresponding words Identifying different animal sounds <p>SPEAKING</p> <ul style="list-style-type: none"> Asking simple questions about animals Asking and answering simple questions, initiating and responding to simple statements Handling numbers (10-20) <p>READING</p> <ul style="list-style-type: none"> Reading simple texts to recognize familiar names, words and basic phrases Reading short descriptions by the help of visual support Categorizing related terms <p>WRITING</p> <ul style="list-style-type: none"> Asking for specific details in written form Writing simple isolated sentences Writing numbers (10-20) 	Observing a pet and imitating it	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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 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
		2 - 3	4					

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UNIT 8 • MY WEEKLY SCHEDULE	My Lessons / FEBRUARY	2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking and giving information about the days of the week Asking and giving information about school subjects <p>LANGUAGE FOR USE</p> <p>Days of the week: Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>School Subjects: Music, Science, English, Mathematics, Computer, Art, Physical Education</p> <p>What day is it today? It's...</p> <p>Which lesson have you got on...? I have got on....</p> <p>What's your favourite subject? ... is my favourite subject.</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening for specific information and identifying corresponding words Listening to reorder the phrases Listening to a chant and repeating it <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering simple questions about their school life Asking and answering questions about days of the week Singing a chant for correct pronunciation <p>READING</p> <ul style="list-style-type: none"> Reading short and simple texts Picking up familiar names and basic phrases Categorizing related terms <p>WRITING</p> <ul style="list-style-type: none"> Writing specific words and phrases (days of the week, school subjects) 	Making their own timetable	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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 9 • TIMETABLES	My Lessons / FEBRUARY	4	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking and telling the time <p>LANGUAGE FOR USE</p> <p>It's... o'clock.</p> <p>We've got...</p> <p>It's half past...</p> <p>We've got... at... on...</p> <p>What time is...?</p> <p>What time is it?</p> <p>It's (a) quarter past/to...</p> <p>Numbers 20-60</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to and singing a song

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CONSOLIDATION (Units 7, 8, 9)	MARCH	1	2	<ul style="list-style-type: none"> Listening to recorded texts to match related information <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering simple questions, initiating and responding to simple statements Handling numbers (20-60) Handling time <p>READING</p> <ul style="list-style-type: none"> Reading and understanding simple phrases and sentences Recognizing familiar words Matching familiar words with each other <p>WRITING</p> <ul style="list-style-type: none"> Writing simple phrases and sentences about time Writing numbers (20-60) 			<ul style="list-style-type: none"> dictation dramatization role - playing repetition doing project 	
		2 - 3	4	<p>FUNCTION/S</p> <ul style="list-style-type: none"> All functions covered in Units 7, 8, 9 <p>SKILLS</p> <p>All skills in Units 7, 8, 9</p>	<ul style="list-style-type: none"> Revision or checking the previous tasks 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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 • BIRTHDAYS	MARCH	4	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking and giving information about months <p>LANGUAGE FOR USE</p> <p>How old are you? I'm.../ years old. My birthday is in... Months of the year: January, February, March, April, May, June, July, August, September, October, November, December</p> <p>When is your birthday? Happy Birthday!</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to and singing a song Following speech which is very slow and carefully articulated, with long pauses for him / her to assimilate meaning <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering simple questions Asking and answering simple questions, initiating and responding to simple statements in areas of immediate need or on very familiar topics Interacting in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair Handling time Indicate time by such phrases as on Saturday <p>READING</p> <ul style="list-style-type: none"> Reading single phrases to fill in the missing information Reading for getting information about a specific situation Recognizing simple phrases Reading for understanding simple messages on invitation cards <p>WRITING</p> <ul style="list-style-type: none"> Writing short, simple postcards Writing simple isolated phrases and sentences 	<ul style="list-style-type: none"> Making a list showing the birth-days of their family members 	<ul style="list-style-type: none"> books dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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
				<p>My Birthday / APRIL</p>	1	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking and giving information about quantity Identifying physical state <p>LANGUAGE FOR USE</p> <p>Adjectives: hungry, thirsty, tired</p> <p>What's there ... ?</p> <p>Food and drinks: cheese, egg, jam, honey, orange, fish, meat, chicken, carrot, banana, spinach, watermelon, melon, tangerine, potato, bread, tomato, strawberry, apple, milk, water, orange juice</p>	<ul style="list-style-type: none"> Draw a diagram and show vegetables, fruit, meat and drinks
UNIT 11 • FOOD AND DRINKS	Healthy Food / APRIL	2	2					

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UNIT 12 • SEASONS	APRIL	3	2	<p>'I'm.../ Let's... Is/are there any...? Yes, there is/are some... No, there isn't/aren't any ...</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to recorded text to fill in the missing information Listening to a text to match related items <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering simple questions Producing simple isolated phrases about their state (hungry, thirsty, etc) <p>READING</p> <ul style="list-style-type: none"> Reading short simple texts Recognizing and categorizing related terms with the help of visual support Picking up familiar names and basic phrases <p>WRITING</p> <ul style="list-style-type: none"> Writing simple and short phrases about food and drinks Writing words and phrases for correct spelling 		<p>internet</p> <ul style="list-style-type: none"> pictures flashcards wall charts 	<p>answer</p> <ul style="list-style-type: none"> songs guessing / predicting dictation dramatization role - playing repetition doing project 	
				<p>FUNCTION/S</p> <ul style="list-style-type: none"> Asking and giving information about seasons and climate Making suggestions <p>LANGUAGE FOR USE</p> <p>What's the weather like today? It's ... Adjectives: hot, cold, windy, rainy, snowy, cloudy, sunny, warm Let's... Verbs: make, fly, go, play, pick up, swim, have, Nouns: beach, computer games, flower, ball, picnic, chess, snowball, cycling, fishing Seasons: spring, summer, autumn, winter What's the weather like in...?</p> <p>LISTENING</p> <ul style="list-style-type: none"> Listening to a chant and repeating it Listening to recorded sounds of nature to predict the weather <p>SPEAKING</p> <ul style="list-style-type: none"> Asking and answering questions about a familiar topic Initiating and responding to simple statements Talking about factual information Understanding questions addressed slowly and carefully to them 	<ul style="list-style-type: none"> Preparing a poster showing weather conditions in each seasons 	<p>books</p> <ul style="list-style-type: none"> dictionaries black / white board OHP CD CD player computer / internet pictures flashcards 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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CONSOLIDATION (Units 10, 11, 12)	MAY	1	2	<p>READING</p> <ul style="list-style-type: none"> • Reading shorthand simple texts • Picking up familiar names and words • Categorizing related terms • Reading for specific information <p>WRITING</p> <ul style="list-style-type: none"> • Writing simple, phrases and sentences • Writing words and phrases for correct spelling (dictation) 	<ul style="list-style-type: none"> • Revision or checking the previous tasks 	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flashcards • 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
	MAY	2	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> • All functions covered in Units 10, 11, 12 <p>SKILLS</p> <ul style="list-style-type: none"> • All skills in Units 10, 11, 12 	<ul style="list-style-type: none"> • Drawing the picture of your favourite toy 	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flashcards 	<ul style="list-style-type: none"> • techniques • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer • songs 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests
UNIT 13 • TOYS	My Toys / MAY	3	2	<p>FUNCTION/S</p> <ul style="list-style-type: none"> • Identifying and describing objects • Identifying location • Asking or and giving information about size • Asking for and giving information about quantity <p>LANGUAGE FOR USE</p> <p>Prepositions: near, between, beside</p> <p>Toys: ship, ball, lion, car, plane, monkey, teddy bear, train, doll, kite, robot</p> <p>Adjectives: big, small</p>		<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flashcards 	<ul style="list-style-type: none"> • techniques • CILL (Content and Language Integrated Approach) • Process - Oriented Approach • NLP • MIT • games • question / answer • songs 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests

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UNIT 14 • PHYSICAL APPEARANCE	MAY	4	2	<p>What colour is your car? Where is it? Numbers (60-100)</p> <p>LISTENING</p> <ul style="list-style-type: none"> • Listening to identify objects • Listening to draw and colour the object <p>SPEAKING</p> <ul style="list-style-type: none"> • Asking and answering questions about what they have and where things are • Producing simple isolated phrases about objects • Handling numbers (60-100) <p>READING</p> <ul style="list-style-type: none"> • Reading simple and clear texts for comprehension • Recognizing words and basic phrases • Reading and understanding relation between numerical and verbal information <p>WRITING</p> <ul style="list-style-type: none"> • Writing simple, isolated phrases and sentences • Rewriting the sentences to correct the word order • Writing numbers (60-100) 	<ul style="list-style-type: none"> • Drawing the picture of your favourite toy 	<ul style="list-style-type: none"> • wall charts 	<ul style="list-style-type: none"> • guessing / predicting • dictation • dramatization • role - playing • repetition • doing • project 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests
				<p>FUNCTION/S</p> <ul style="list-style-type: none"> • Identifying people's physical appearance • Describing physical appearance <p>LANGUAGE FOR USE</p> <p>Who are you/ they? Where are we? Passport and personal particulars Adjectives: thin, fat, short, medium height, tall, quite, slim</p> <p>LISTENING</p> <ul style="list-style-type: none"> • Listening to a recorded text to complete missing information • Listening to a recorded text to match pieces of <p>SPEAKING</p> <ul style="list-style-type: none"> • Asking for and providing personal information • Replying in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details <p>READING</p> <ul style="list-style-type: none"> • Reading short simple texts to match words and phrases and 	<ul style="list-style-type: none"> • Filling out a passport application form 	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flashcards • 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 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests

UNIT	TOPIC-MOUNT	WEEK	HOUR	FUNCTIONS/LANGUAGE FOR USE/SKILLS	TASK	INSTRUCTIONAL TECHNOLOGY AND TEACHING MATERIALS	TEACHING METHODS/TECHNIQUES	EVALUATION
CONSOLIDATION (Units 13, 14)	JUNE	2	2	rereading as required <ul style="list-style-type: none"> • Recognizing familiar names and words • Categorizing related terms • Reading personal information in cards or forms • Understanding short, simple messages on ID cards WRITING <ul style="list-style-type: none"> • Filling in cards or form to write personal information • Writing numbers and dates, own name, nationality, address, age, date of birth, etc. • Asking for or passing on personal details in written form 	<ul style="list-style-type: none"> • Revision or checking the previous tasks 	<ul style="list-style-type: none"> • books • dictionaries • black / white board • OHP • CD • CD player • computer / internet • pictures • flashcards • wall charts 	<ul style="list-style-type: none"> • repetition • doing • project 	<ul style="list-style-type: none"> • Portfolio assessment • Observation • Quiz • Tests
	JUNE	3	2	FUNCTION/S <ul style="list-style-type: none"> • All functions covered in Units 13 and 14 SKILLS <ul style="list-style-type: none"> • All skills in Units 13 and 14 			<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 	