

YEAR 6

<p>Preliminary Work</p> <p>(Beyond Starter Unit)</p> <p>(15th of September - 2nd October)</p>	<p><u>Grammar</u></p> <p>Subject pronouns</p> <p>Possessive adjectives</p> <p>Basic Wh- questions</p> <hr/> <p><u>Lexis</u></p> <p>Numbers from 0 to 1000</p> <p>Colours</p> <p>Days of the Week / Months</p> <p>Classroom Objects</p>
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
<p>1</p> <p>All About Me</p> <p>(Beyond Units 1 and 2)</p> <p>(5th of October - 30th of October)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Present Simple Tense <i>to be</i> (affirmative, negative, questions, short answers)</p> <p>Subject and possessive pronouns</p> <p><i>A / an, the</i></p> <p><i>This/that, these/those</i></p> <p><i>Have got</i></p> <p><i>Whose...?</i></p> <p>Possessive 's / s'</p> <p>Intensifiers (<i>very, quite, really</i>)</p>	<p>Listening and understanding information about people's possessions</p> <p>Listening and recognizing lexis related to countries and nationalities</p> <p>Listening and understanding information about where things are from</p> <p>Listening and understanding a text related to family relations</p>	<p>Reading and understanding texts about personal information</p> <p>Understanding simple lexis related to family relations</p> <p>Reading a short text and finding out who/what possessive pronouns refer to</p> <p>Reading and understanding instructions related to classroom environment</p>	<p>SP: Talking about family and friends</p> <p>SP: Talking about one/more things, ideas, and problems around learners</p> <p>SI: Asking and answering questions about family relations</p> <p>SI: Exchanging information on family members (their character and personal appearance)</p> <p>SI: Asking and answering questions</p>	<p>Writing descriptive paragraphs about people's character and appearance</p> <p>Writing a short text about who people are, their possessions, and ownership</p> <p>Writing a short descriptive paragraph about things around learners</p> <p>Categorizing lexis</p> <p>Writing questions and answers addressing</p>	<p>IW: Learners draw their family trees and give short classroom presentations.</p> <p>GW: Learners prepare a poster related to emergency phone numbers.</p> <p>WCA: Game <i>Bingo</i> (countries and nationalities)</p> <p>PW: (Craft project) Learners create puppets with body parts.</p> <p><u>Portfolio Dossier:</u></p> <p>IW: Learners search the Internet for information on a famous person they like,</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural awareness)</p>	

	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>	<p><u>Lexis:</u></p> <p>Countries and nationalities</p> <p>Family</p> <p>Body</p> <p>Character and personal appearance (adjectives)</p>			<p>related to countries and nationalities</p>	<p>objects</p>	<p>his/her appearance and character, and prepare a related poster.</p>			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use				Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment	
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking					Writing
<p>2</p> <p>A Better Life</p> <p>(Beyond Unit 3)</p> <p>(2nd of Nov. – 13th of Nov.)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target</p>	<p><u>Grammar:</u></p> <p>Imperatives</p> <p>Object pronouns</p> <p><i>There is / there are</i></p> <p>Sequence (<i>before / after</i>)</p> <p><u>Lexis:</u></p> <p>Animals and pets</p> <p>School and school subjects</p> <p>Things in a room</p> <p>Ordinal numbers (1-10)</p>	<p>Listening and extracting information about a school timetable</p> <p>Listening and understanding what is present in a room</p> <p>Listening and understanding in what order the school subjects appear in a school timetable</p> <p>Listening and understanding which object a person is speaking about</p> <p>Giving and following instructions</p>	<p>Reading and understanding short texts related to school and school subjects</p> <p>Reading a short text and finding out who/what each object pronoun refers to</p> <p>Reading and understanding a short description of a room</p> <p>Reading and understanding a short text about a pet and its care</p> <p>Reading and understanding basic warnings and rules related</p>	<p>SI: Exchanging information about school subjects and timetables</p> <p>SI: Asking, understanding, and answering questions relevant to learners' needs in public places</p> <p>SP: Saying what is present in a picture</p> <p>SI: Understanding and giving simple instructions</p> <p>SI: Asking for and giving things</p>	<p>Writing sentences including basic imperatives related to a certain place/situation</p> <p>Writing a descriptive short paragraph about a room</p> <p>Writing a short text describing learners' room and its objects (by giving number(s) where necessary)</p> <p>Writing paragraphs on leisure activities and daily routines (using sequence related lexis)</p> <p>Writing a note</p>	<p>IW: Learners listen to information and fill in a school timetable.</p> <p>WCA: Learners create a poster of classroom / school rules.</p> <p>GW: Learners prepare a poster on <i>Personal Actions for a Better Future</i> (by using imperatives).</p> <p>WCA: Using used materials learners make dishes for food and water (for street</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>Critical thinking</p> <p>Entrepreneurship (Initiative taking / self-direction)</p>	<p>Good citizen(Collaboration, Social awareness, Environmental sensitivity)</p> <p>Safety and traffic (Health literacy, traffic rules)</p>	<p>Portfolio Check 5 %</p> <p>Quiz 1 (at the end of Unit2 – including Preliminary Work, Units 1 and 2) 5%</p> <p>First Semester Mid-term Examination - four skills 90 %</p>

	<p>language</p> <p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-develop active approach to environmental problems, societal values and needs</p>			<p>to learners' immediate environment</p> <p>Reading and understanding basic road signs</p>		<p>for someone</p>	<p>animals).</p> <p><u>Portfolio Dossier:</u> Learners write descriptive paragraphs about their rooms or classrooms. They can prepare a poster using related pictures.</p>			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
<p>3</p> <p>Life and Technology</p> <p>(Beyond Units 4 and 5)</p> <p>(23rd of November – 25th of December)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Present Simple Tense (affirmative-negative-questions-short answers)</p> <p><i>Can / Can't</i></p> <p><i>What time ...?</i></p> <p>Adverbs of frequency</p> <p>Linker: <i>because</i></p> <p><u>Lexis:</u></p> <p>Daily Activities</p> <p>Free time activities</p> <p>Jobs</p> <p>Music</p> <p>Places in town</p> <p>Socializing and communicating</p>	<p>Listening and understanding simple conversations about daily routines and how often they are done by giving time reference</p> <p>Listening and understanding conversations about abilities</p> <p>Listening and understanding lexis related to music</p> <p>Listening and understanding a short description of a place in town</p> <p>Listening and understanding basic information provided on social</p>	<p>Reading and understanding short simple texts about people's daily routines and free time activities</p> <p>Reading and understanding a short text about people's abilities</p> <p>Understanding simple lexis related to people's professions</p> <p>Reading and understanding information about how often an activity is done</p>	<p>SP: Talking about habits and routines</p> <p>SI: Interacting in a simple way about the main features of daily routines</p> <p>SP: Talking about the things learners can do</p> <p>SP: Expressing musical preferences</p> <p>SI: Asking and answering questions</p>	<p>Writing a short text about learners' daily routines and free time activities (by giving time reference)</p> <p>Writing a short descriptive paragraph about music and musical instruments</p> <p>Writing about learners' and other people's abilities</p> <p>Replying to an e-mail</p>	<p>GW: Learners give short presentations on abilities of group members.</p> <p>WCA: Learners watch a You Tube video and fill in the missing information.</p> <p>PW: Learners create a store advertisement (<i>Buy 1 get 1 free, low prices every day, etc...</i>)</p> <p><u>Portfolio Dossier:</u> Learners create a map of their hometown (street) and label the buildings.</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship</p>	<p>Good citizen (Collaboration, Social awareness)</p>	

	<p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>	through technology	networking sites		<p>about each other's hobbies, interests, and leisure activities</p> <p>SI: Asking for and giving reasons</p>	Writing and sharing ideas and posting comments online				
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
<p>4</p> <p>Holidays and Travel</p> <p>(Beyond Unit 6)</p> <p>(28th of December - 8th of January)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Comparative adjectives</p> <p><i>Some / any, much / many / a lot of</i></p> <p><i>How much / how many</i></p> <p><i>I'd like...</i></p> <p><i>Would you like...?</i></p> <p><i>Can I have...?</i></p> <p><u>Lexis:</u></p> <p>House</p> <p>Holiday</p> <p>Transport</p> <p>Food and drink</p> <p>Shopping</p>	<p>Listening and understanding a text comparing two people, places or things</p> <p>Listening and understanding paragraphs related to food and drinks</p> <p>Understanding a simple dialogue related to restaurant</p> <p>Listening and understanding main features of a text related to holidays and travel</p> <p>Listening and answering simple questions about means of transport</p> <p>Listening and understanding a short text</p>	<p>Reading and understanding texts related to the amount and quantity of food and drinks</p> <p>Reading and understanding menu items related to food and drinks</p> <p>Reading and understanding prices in different currencies</p> <p>Reading and understanding descriptions of rooms in a house</p> <p>Reading and understanding a conversation about food</p>	<p>SI: Engaging in transactions to compare and contrast the qualitative features of people, places, and things</p> <p>SP: Making simple suggestions</p> <p>SI: Taking roles in a simple dialogue related to restaurant</p> <p>SP: Speaking about a holiday</p> <p>SI: Asking and answering questions to get information</p>	<p>Writing sentences to make comparisons between people, places or things</p> <p>Writing a short dialogue between a shopkeeper and a customer</p> <p>Writing about how much there is of something</p> <p>Writing and sharing ideas online</p> <p>Replying to or writing a short e-mail / text message</p> <p>Writing a</p>	<p>PW: Learners prepare a poster related to healthy and unhealthy food.</p> <p>IW: Learners prepare a poster showing and categorizing different food and drinks that they have for breakfast / lunch / dinner.</p> <p>PW: Learners search the Internet for information on different holiday activities in other countries.</p> <p><u>Portfolio Dossier:</u></p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship</p>	<p>Good citizen (Collaboration, Social awareness, ,Cross-cultural Awareness)</p> <p>Safety and traffic (Health literacy)</p>	<p>Portfolio Check 5 %</p> <p>Quiz 2 (at the end of Unit 2 – including Units 3 and 4) 5%</p> <p>First Semester Final Examination - four skills 90 %</p>

	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>	and prices	<p>comparing prices of different objects; answering related questions</p> <p>Understanding comparison of present actions/situations</p>		<p>about an object's price</p> <p>SP: Talking about specific quantities and prices</p> <p>SI: Making a suggestion on a future activity and accepting or refusing a suggestion which has been made</p>	<p>paragraph about learners' likes and dislikes related to food and drinks and how often they eat / drink them</p>	<p>GW: Learners design a simple questionnaire about likes and dislikes, conduct an interview and record it.</p>			
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REVISION: 11th of January - 15th of January

YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
<p>5 My Style (Beyond Unit 7)</p> <p>(16th of February - 4th of March)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p>	<p><u>Grammar:</u></p> <p>Present Continuous Tense (affirmative-negative-questions-short answers)</p> <p>Verb + gerund (<i>love/like/hate + dancing</i>)</p> <p><u>Lexis:</u></p> <p>Colours</p> <p>Clothes and accessories</p> <p>Personal possessions</p> <p>Likes and dislikes</p>	<p>Understanding basic names of clothes and accessories</p> <p>Understanding actions happening at the moment of speaking</p> <p>Listening and understanding a conversation about likes and dislikes</p> <p>Listening and understanding what people are wearing for different occasions</p>	<p>Reading and understanding a short paragraph about events or actions happening in a picture or photo</p> <p>Reading and understanding simple texts related to likes and dislikes</p> <p>Reading and understanding simple texts related to clothes and accessories</p> <p>Identifying people by reading a short description about their appearance</p>	<p>SP: Speaking about learners' own and others' actions happening at the moment of speaking</p> <p>SP: Talking about theirs and other people's clothes</p> <p>SP: Narrating picture stories</p> <p>SI: Expressing and asking about likes</p>	<p>Writing about what learners and other people are doing at the moment of speaking</p> <p>Writing sentences related to learners' own and other's preferences</p> <p>Writing a short descriptive paragraph about learners' own and other people's clothes and possessions</p>	<p>WCA: Game <i>Find someone who</i></p> <p>WCA: Learners watch a video on a drama group and write about what members are wearing.</p> <p>PW: Learners describe their picture to their partner and try to find differences.</p> <p>GW: Learners design a simple questionnaire on likes and dislikes, conduct an interview, and record it.</p> <p>PW: Learners choose a place (cinema, park,..) and write signs for</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction)</p> <p>Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p> <p>Entrepreneurship (Initiative taking / self-direction)</p>	<p>Good citizen (Collaboration, Social awareness, Environmental sensitivity, ,Cross-cultural Awareness)</p>	

	<p>-develop basic ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>-develop active approach to environmental problems, societal values and needs</p>				<p>and dislikes</p> <p>SI: Asking and answering questions about things happening now</p>	<p>it. (<i>Please Be Quiet, Sorry, We're Closed...</i>)</p> <p>WCA: Learners make accessories from used materials, sell them at a school fair and donate the money to be collected to those in need.</p> <p><u>Portfolio Dossier:</u></p> <p>Learners search the Internet for information on traditional clothes for different countries and prepare a related poster.</p>			
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YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use			Activities	Inter-disciplinary	Cross-	Assessment
		Lexis and						

		Grammar	Receptive Skills		Productive Skills			Skills	curricular Themes	
			Listening	Reading	Speaking	Writing				
6 Environment (Beyond Units 8 and 9) (7 th of March - 29 th of April)	-develop understanding of English expressions and sentences in relation to familiar and routine topics	<u>Grammar:</u> Past Simple Tense <i>to be</i> (affirmative-negative-question-short answer)	Understanding short and simple paragraphs related to past activities and events	Reading and understanding texts related to past events / actions	SP: Speaking about a past holiday	Writing dates using ordinal numbers	PW: Learners choose a country and prepare a list of its special dates.	Cooperative learning	Good citizen (Collaboration, Social awareness, Environmental sensitivity, Cross-cultural Awareness)	Portfolio Check 5 %
	-develop ability to communicate in the target language on familiar and routine topics	Past Simple Tense (affirmative-negative-question form-short answer)	Listening to a short text about the geographical features, climate, and wildlife of a country	Understanding sequence of past events	SP: Speaking about dates	Writing a short paragraph related to a past event	IW: Learners search the Internet for information on different weather conditions in different countries,	Personal and social capability (Inter-personal communication, Social interaction)		Quiz 3 (Units 5 and 6) 5%
	-develop ability to describe in English aspects of immediate relevance	Linker: <i>then</i>	Listening and understanding a short conversation about global problems	Reading and understanding short stories related to past	SP: Speaking about special dates	Exchanging simple celebration notes	report weather forecast, and record it.	Creativity		Second Semester Mid-term Examination - four skills 90 %
	-acquire basic competence in terms of assuming responsibility for task completion in the target language	<u>Lexis:</u> Weather Landscape Seasons Dates	Listening and understanding conversations about events in the past	Reading and understanding a short description of a country landscape	SP: Talking about landmarks in different countries	Writing a short text about the location of the landmarks in learners' own and other countries	report weather forecast, and record it.	Problem solving		
	-develop basic ability to adapt to the context in solving problems in English	Ordinal numbers Continents Opinion (adjectives)	Listening and understanding a description of a day out	Reading and understanding texts related to seasons	SI: Speaking about weather conditions in different parts of the world	Writing about weather conditions / climates in different countries (by looking at pictures)	bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display them at school.	ICT literacy		
			Listening and understanding conversations about events in the past	Reading and understanding a book review	SI: Giving and asking opinion about a thing / place	Writing about weather conditions / climates in different countries (by looking at pictures)	bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display them at school.	Critical thinking		
			Listening and understanding a description of a day out	Reading and extracting information about what people think about something		Writing a	bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display them at school.	Entrepreneurship (Initiative taking/self-direction)		
			Listening and understanding a description of a day out	Reading and extracting information about what people think about something			bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display them at school.			
			Listening and understanding a description of a day out	Reading and extracting information about what people think about something			bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display them at school.			
			Listening and understanding a description of a day out	Reading and extracting information about what people think about something			bring pictures about the environmental problems in Cyprus or other countries. They write slogans (using imperatives) and display them at school.			

	<p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p> <p>-develop active approach to environmental problems, societal values and needs</p>	Celebrations	related to experiences and people's opinions about them		<p>SP: Asking how people are</p> <p>SI: Asking and answering questions about past actions / events</p> <p>SI: Speaking about buying a present for a friend</p> <p>SI: Offering something to somebody and replying to an offer</p>	postcard / e-mail about a weekend holiday	two wild / endangered animals and prepare an informative leaflet about them. They use pictures and compare facts about animals' lives.			
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REVISION: 28th of March – 1st of April

YEAR 6

Topic	Learning Outcomes	Language/Skills Development and Use					Activities	Inter-disciplinary Skills	Cross-curricular Themes	Assessment
		Lexis and Grammar	Receptive Skills		Productive Skills					
			Listening	Reading	Speaking	Writing				
<p>7</p> <p>Sports and Health</p> <p>(Beyond Unit 10)</p> <p>(2nd of May - 13th May)</p>	<p>-develop understanding of English expressions and sentences in relation to familiar and routine topics</p> <p>-develop ability to communicate in the target language on familiar and routine topics</p> <p>-develop ability to describe in English aspects of immediate relevance</p> <p>-acquire basic competence in terms of assuming responsibility for task completion in the target language</p> <p>-develop basic</p>	<p><u>Grammar:</u></p> <p><i>Be going to</i> (for future plans, affirmative-negative-question-short answer)</p> <p>Superlative adjectives</p> <p><i>Where is the ...?</i></p> <p><u>Lexis:</u></p> <p>Place (prepositions)</p> <p>Sports and physical activities</p> <p>Personal well-being</p>	<p>Understanding basic names of illnesses, sports, and physical activities</p> <p>Listening and understanding the location of things</p> <p>Listening, understanding, and responding to basic directions</p> <p>Listening to a short dialogue and understanding conversations about future plans</p> <p>Listening and understanding a text comparing two or more people, places, or things</p>	<p>Reading and understanding a short text related to sports and activities</p> <p>Understanding information related to the location of places in a town</p> <p>Reading and understanding a short simple text related to a person's health condition</p> <p>Reading and understanding a short text about future plans and intentions</p>	<p>SP: Talking about where things are</p> <p>SP: Comparing things with others in a group</p> <p>SP: Talking about plans for the future</p> <p>SI: Asking for and giving basic directions about a place in a town</p> <p>SI: Making a suggestion on a future activity and accepting or refusing a suggestion which has been made</p> <p>SI: Accepting or declining</p>	<p>Writing questions and answers about future plans and intentions</p> <p>Writing a short text about future plans and intentions</p> <p>Writing a short paragraph about sports and physical activities</p> <p>Writing a short descriptive paragraph about learners' hometown</p> <p>Writing sentences to make comparisons between two</p>	<p>WCA: By looking at a big map, one learner gives directions and the rest of the class try to find the place.</p> <p>PW: Learners ask their partners about their future plans and intentions and report results to the class.</p> <p>GW: Learners prepare a dialogue about a problem (<i>giving advice</i>) and act out in front of the class.</p> <p><u>Portfolio Dossier:</u> Learners search the Internet for information on the most</p>	<p>Cooperative learning</p> <p>Personal and social capability (Inter-personal communication, Social interaction) Creativity</p> <p>Problem solving</p> <p>ICT literacy</p> <p>Critical thinking</p>	<p>Good citizen (Collaboration, Social awareness, Cross-cultural Awareness)</p> <p>Safety and traffic (Health literacy)</p>	<p>Portfolio Check 5 %</p> <p>Quiz 4 (Units 5, 6 and 7) 5%</p> <p>Second Semester Final Examination – four skills 90 %</p>

	<p>ability to adapt to the context in solving problems in English</p> <p>-develop reflective and self-assessment skills through portfolio work</p> <p>-acquire adequate CMC related skills for English language learning and use</p>				<p>an offer or an invitation</p> <p>SI: Engaging in a conversation to compare and contrast the qualitative features of people, places or things</p>	<p>or more things</p>	<p>amazing and strangest sport records of the world and prepare a visual display / presentation.</p>			
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REVISION: 16th of May – 20th of May

Abbreviations:

SP: Spoken production

SI: Spoken interaction

IW: Individual Work

PW: Pair Work

GW: Group Work

WCA: Whole Class Activity