**Contextualising learning**

**Grade 6**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| **TRAVELLINGAround Town/Countryside****Means of Transport** | City, village, bank, cinema, museum, post office, town square, train station, bus station, shopping centre, hospital, library, hotels, airport, mountains, camp | Family, traveller, farmer, postman, doctor....People who work in these locationsPilotPasser-bydriver | Ticket, book, train, money, tractor, bike, bus, lorry, plane, car, coach, taxi, motor bike, luggage, map, compass, tent, souvenirs, photos | Holidays, excursion, school trip, sightseeing tour, exhibition, shopping, camping, adventures, a guided trip around the city | Buy a ticketAsk for directionsGive directionsAsk for a routeTake a taxiCheck luggage | Reading timetable Reading signs and noticesReading maps, travel guide, announcements, instructions, leaflets |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehenison** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| Can understand a short sign, noticeCan read and understand the timetable, short advertisement, description | Can get necessary information from signs and notices and can read and understand instructions on maps, travel leaflets, tickets, brochurestransport schedule | Can understand when a person explains a correct direction, can ask about directions to different places, can find out necessary information about a placeCan understand when a tourist addresses him/her | Can request simple information about directions, places and ticketsCan request simple information about a trip in writing | Can book a ticketCan book a hotelAsk about accommodations | Can make a short presentation about a trip or a favourite place | Can draw up a simple travel guideCan write a short description about a place of interest |
| Can get the main information from sign, notice, timetable, ticket | Can find a necessary place, street, using notices and signs, maps | Can talk to people about means of transport |  |  | Can make a short presentation of a favourite place, location | Can produce a simple description of a place or location |
|  | Can distinguish various locations from notices and signs, maps | Can ask about the price of ticketCan ask about directions |  |  | Can provide simple instructions how to get to a certain place |  |

**Core skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| Can compare different places and views on different sights and choose the one she/he likes bestCan make a decision as to purchase on simple analysis of its pros and cons | Can come up with options to choose the correct location and place, means of transportCan build on other`s ideas in order to describe a place of interest | Can use appropriate forms of addressCan ask for clarificationCan describe favourite sight | Can make relevant suggestionsbased on the current topic ofconversationcan volunteer on a specific role in conversation while touring | Can describe own emotions when travellingCan show understanding of other people`s feelings |
| Can make a decision as to the place and location based on simple analysis of pros and cons | Can build on others’ ideas in order to find and choose the appropriate place | Can use simple techniques to start and maintain a conversation with a tourist, a stranger and a foreigner | Can volunteer to take on a specificrole while travelling |  |
| Can identify evidence of the right location,means of transport |  | C a tourist, a stranger and a foreigner an describe own needs to  | Can contribute to drawing up a simple travel guide and developing a travelling strategy |  |

**Language inventory**

|  |  |  |  |
| --- | --- | --- | --- |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| describing, characterisingasking for and giving informationasking for clarificationcomparing and contrastingexpressing own impressions, views, feelings justifying own choiceliking and dislikingoffering, accepting and refusing | How can I get to?No thanks.Can I help you?How much does it cost?Is this way to…?Where is…?Is/are there …?I feel excited/happy.It’s cool.Could I take the bus number…?I agree with you.I’m not sure what you mean. | Available,arrive, departure,museum,Gallery, theatrea foreigner, statuea stanger/tourista customeentranceexitcomfortablequick/slowa hotelby plane/bus/taxi/trainon foot | Next toOpposite, behindBetweenGo ahead/up/downTurn left/rightTake a taxiBook ticketsCheck luggageCross the roadTraffic lights | At the cornerIn the streetNearIn front ofIn the centre | Adjectives – comparatives and superlatives Сonjunction – basic connectors (but, because) Modality – should, саn/could Noun – proper and common nouns Preposition of place, time and movementThere is/there arePresent Simple/Present ContinuousAdverbs of place**Imperatives** |

**Sample learning outcomes for the topic**

By the end of studying the topic, learners will be able to:

* Ask for directions and understand them, also give other people information about the way to a certain place
* Express their likes and dislikes
* Can describe the place they liked best
* Can find the necessary information on booking tickets online
* Can write a short description of a place of interest
* Can confidently find their way around a town or countryside using signs/notices and ask for help if necessary

 - Can adequately compare places and understand their location from signs or maps and from talking to people

 - Can identify the location based on simple analysis

**Sample assessment for learning strategies**

* Elicit what is known or not known on the topic through classroom dialogue.
* Ask questions which can elicit evidence of learners’ level of understanding from simple recall to higher-order questions.
* Encourage learners to ask questions to clarify understanding.
* Clearly communicate to learners what is being learnt and why on the topic, so that learners make sense of what they are doing and see the value of it.
* Negotiate what success looks like with learners to help them understand where they are going in their learning.
* Provide exemplars of successful performance to help learners understand the criteria for success.
* Give feedback to help learners move from their current performance to the desired performance: provide specific information which learners can use to move forward, clearly link feedback to the learning intention and the learners’ understanding of the success criteria, focus feedback on the task rather than the student.
* Self-assessment
* Peer assessment
* Portfolios
* Peer feedback
* Posters
* quizzes

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Weather• Natural phenomena  | outdoorsparkforestriverstreetlakeoceanseasidemountainsvillagecity/town | friendsfamily membersyourselfpeersTV presenter | accessories weather wheelsseason clothestent | winterspringsummerautumnrainsnowhot/cold weather | goingplayingwalkingwearingputting ondoing sports  | season activitiesseason clothesseason preferences |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| Can understand  short weather forecast. | Can understand short informal e-mail, messages, postcards on the topic.  | Can ask and answer the special questions about weather conditions and season clothes | Can create short text messages, informal postcards, including information about activities and weather | Can take part in online chats and create short informal e-mails about weather, seasons and preferences in sports  | Can briefly describe preferences in activities, clothes and season sports.  | Can produce short phrases and sentences (using linkers "and","but", "because" about  current weather, seasons and activities |
| Can get the main information from weather descriptions and oral messages on the topic | Can get the necessary information from icons, labels about weather | Can initiate communication about current weather  |  |  | Can make a short presentation about weather   | Can create short notices, messages about season holidays |
| Can distinguish the information about season clothes  | Can find the proper information about weather and recommendations about season clothes in short texts | Can take part in short dialogues about season changes, including information about activities and weather |  |  | Can make answers about weather conditions on holidays  |  |

**Core skills**

|  |
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|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| Can compare different types of weather | Can come up with weather description (weather forecast) | Can use simple techniques to start and maintain communication about current weather  | Can contribute to the conversation about weather conditions and own preferences  | Can verbalize feelings and emotions about weather preferences and favourite activities  |
| Can make a choice of favourite activity and season sports | Can illustrate the weather forecast with icons and labels, including recommendations on proper clothes | Can make a simple conversation about weather condition  | Can make relevant suggestions in group work on a project (poster, weather forecast) | Can react to other people's feelings  |
| Can identify clothes characteristics according to the weather conditions and activities |  | Can react to short messages on the topic  |  |  |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| describing, characterisingasking for informationcomparingexpressing own impressions and preferences  | What's the weather like…?How do you feel when it's … ?What's your favourite …?Do you like…?What kind of clothes do you wear … when it's … ?    | winterspringsummerautumnJanuary February MarchAprilMayJuneJulyAugustSeptemberOctoberNovemberDecember  | cloud/cloudycolddryhathotjacketsrain/rainyraincoatsnow/snowy,snowcoatsnowmansun/sunny, umbrella wind/windywet  | arrivebringcatchcomedrivefallflygetleavepuddleplaystaytravelvisitwear | linkersprepositions (with, for, until)usage of the objective pronoun "it"gerund (like, hate, love +**V**ing)questions words (where, why, what, who)Present Simple Present Continuous  |

**Sample learning outcomes:**

By the end of the topic students will be able to:

• differentiate between types of weather;

• make a choice of favourite activities and clothes due to the type of weather;

• make the weather forecast and talk about changes in weather;

• talk about months and seasons;

• match own activities with peer's;

• write short messages about weather and season preferences;

• talk about activities you like/ don’t like doing.

**Sample assessment for learning strategies:**

•Three things (at the end of the lesson students make a list of two things they learned and one thing they need to learn about).

• Observing (observe a few learners every lesson and make notes).

• Brainstorming (at the beginning or at the end of the lesson students give their ideas to solve a particular problem)

• Self-assessment form

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Weather• Natural phenomena  | outdoorsparkforestriverstreetlakeoceanseasidemountainsvillagecity/town | friendsfamily membersyourselfpeersTV presenter | accessories weather wheelsseason clothestent | winterspringsummerautumnrainsnowhot/cold weather | goingplayingwalkingwearingputting ondoing sports  | season activitiesseason clothesseason preferences |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| Can understand  short weather forecast. | Can understand short informal e-mail, messages, postcards on the topic.  | Can ask and answer the special questions about weather conditions and season clothes | Can create short text messages, informal postcards, including information about activities and weather | Can take part in online chats and create short informal e-mails about weather, seasons and preferences in sports  | Can briefly describe preferences in activities, clothes and season sports.  | Can produce short phrases and sentences (using linkers "and","but", "because" about  current weather, seasons and activities |
| Can get the main information from weather descriptions and oral messages on the topic | Can get the necessary information from icons, labels about weather | Can initiate communication about current weather  |  |  | Can make a short presentation about weather   | Can create short notices, messages about season holidays |
| Can distinguish the information about season clothes  | Can find the proper information about weather and recommendations about season clothes in short texts | Can take part in short dialogues about season changes, including information about activities and weather |  |  | Can make answers about weather conditions on holidays  |  |

**Core skills**

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|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| Can compare different types of weather | Can come up with weather description (weather forecast) | Can use simple techniques to start and maintain communication about current weather  | Can contribute to the conversation about weather conditions and own preferences  | Can verbalize feelings and emotions about weather preferences and favourite activities  |
| Can make a choice of favourite activity and season sports | Can illustrate the weather forecast with icons and labels, including recommendations on proper clothes | Can make a simple conversation about weather condition  | Can make relevant suggestions in group work on a project (poster, weather forecast) | Can react to other people's feelings  |
| Can identify clothes characteristics according to the weather conditions and activities |  | Can react to short messages on the topic  |  |  |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| describing, characterisingasking for informationcomparingexpressing own impressions and preferences  | What's the weather like…?How do you feel when it's … ?What's your favourite …?Do you like…?What kind of clothes do you wear … when it's … ?    | winterspringsummerautumnJanuary February MarchAprilMayJuneJulyAugustSeptemberOctoberNovemberDecember  | cloud/cloudycolddryhathotjacketsrain/rainyraincoatsnow/snowy,snowcoatsnowmansun/sunny, umbrella wind/windywet  | arrivebringcatchcomedrivefallflygetleavepuddleplaystaytravelvisitwear | linkersprepositions (with, for, until)usage of the objective pronoun "it"gerund (like, hate, love +**V**ing)questions words (where, why, what, who)Present Simple Present Continuous  |

**Sample learning outcomes:**

By the end of the topic students will be able to:

• differentiate between types of weather;

• make a choice of favourite activities and clothes due to the type of weather;

• make the weather forecast and talk about changes in weather;

• talk about months and seasons;

• match own activities with peer's;

• write short messages about weather and season preferences;

• talk about activities you like/ don’t like doing.

**Sample assessment for learning strategies:**

•Three things (at the end of the lesson students make a list of two things they learned and one thing they need to learn about).

• Observing (observe a few learners every lesson and make notes).

• Brainstorming (at the beginning or at the end of the lesson students give their ideas to solve a particular problem)

• Self-assessment form

• Creating posters as a project group work.

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| **Відпочинок і дозвілля*** Види відпочинку та занять
* Захоплення
* Канікули
 | countrysidevillageseasideanother citysummer campbeachhotelforestriverparkplaces of interestsclubs | family membersparentsfriendsclassmatesteacheremail-friends | tentboatbikemushroomsroller skatesmapswimming suitcompasscamerafoodgifts | picnicbeach holidaystriptourfishingvisiting relatives/ friendscampingpartiescelebrationsweekends | spending time outdoors,visiting friends and relatives,spending time with friends, going fishing, gathering berries and mushrooms, going sightseeing, playing sportscollecting thingsmaking parties | notes,letters, emails,postcardtimetablesinvitations |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| Can understand the description of holiday activities, likes/ dislikes, hobbies and interests. Can get main information from the texts and emails. Can understand short dialogues according to the topic. | Can get necessary information from the invitation/e-mail/letter | Can discuss the ways of spending free time and holidays.  Can speak about their plans.Can talk to a friend about different kinds of hobbiesCan ask about favourite hobbies and interests | Can write a short e-mail/letter/ invitationCan request simple information about hobbies and interests Can describe plans for the Weekends/holidays | Can write simple  emails / messagesCan make online friendsCan type instant messageCan chat onlineCan fill in online forms with personal likes/dislikes | Can briefly describe likes/dislikesCan make a short presentation of their holidays/pastime/ free time activities/ hobbies |  Can produce a simple description of their hobbies and free time activities/ likes/ dislikeCan write a short paragraph about holidaysCan draw up a simple invitation for the party |

**Core skills**

|  |
| --- |
|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| Can analyse likes/dislikesCan identify useful/unuseful hobbiesCan make decision to the future vacationCan identify hobbies Can compare views on certain hobbies and interests | Can design the invitation to the partyCan communicate with others about different hobbies, interests and free time activitiesCan came up with the idea where to go for holidays | Can use simple techniques to start and maintain a conversationCan use appropriate forms of address, greeting in writing invitations/ letters/ e-mailsCan describe own hobbies and interests to the friends/teachers/classmates | Can contribute to drawing up a simple invitation to the partyCan make relevant suggestions based on the current topic of conversationCan take part in a discussion on the topic | Can describe own emotions about the trip/holidays/partyCan show understanding of other people’s feelings |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| -describing-characterizing-comparing and contrastingofferingaccepting and refusingliking/dislikingexpressing own impressions/views/feelingsasking for and giving information about holidays/interests/hobbies | What is your hobby?What do you like/ dislike?I like/ dislike…My hobby is …What are you interested in?I am fond of/ good at/ keen on/ interested in/ crazy about …How do you like to restWould you likeWhat is your favourite  activitiesMy favourite free time activity/ holidays/ party?Do you like…? I collect…I can/can’t…People collect…to learn more about…How about…?I agree with you.. | tent campseasidetripto collecttorchdrama groupchoircameracartoonstampto take picturesaerobicsyogapen-friendmessageto wastebasketballfootballcampingcompass | pastimecointo be fond ofto be interested insunbathto visitto drawto play the pianoto play footballto go swimmingto go runningto play chessto cut outto gluean envelopean invitationa guest | member clubunusualcookingreadinggardening | Present Simpleto be going to GerundCountable or uncountable  nounsPronoun: some, anyModality: can, could, have to/ has tohave got/has gotAdverbs of Frequency (always, usually, sometimes, rarely, never)Adjectives  |

**Sample learning outcomes:**

*By the end of studying the topic, learners will be able to:*

Name hobbies.

Build word maps.

Say what a friend can/can’t do.

Describe friends’ likes/ dislikes.

Ask and answer about likes and dislikes.

Read and understand about kid’s clubs.

Talk about interests with friends.

Speak on the ways how to spend free time.

Interview people.

Describe a party.

Share recipes on making party surprises.

Make party invitations.

Do questionnaire or  quiz

Write and understand e-mail/invitation

**Sample assessment for learning strategies:**

Ask students to reflect on the lesson and write down what they’ve learned.

Encourage learners to ask questions to clarify understanding

Provide examples of successful performance to help learners understand the criteria for success.

Fill in a questionnaire

Use short quizzes

Give feedback to help learners to improve their language skills and core skills

Ask students to summarize

Answer and ask question to the topic

Ask questions to understand learners level

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Харчування* Продукти харчування
* Улюблені страви
* Страви в Україні та країнах виучуваної мови
 | KitchenRestaurantDining room Canteen | ChefBakerWaiterWaitressShop assistant | Types of food and drinksContainersKitchen objects | MealsBreakfastLunch DinnerPicnicFood festival | Ordering foodBuying foodCooking foodTalking about food preferences | RecipeMenuShopping listFood diaryBlog |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| Can understand a recipe and simple instructions | Can get necessary information from labels on goods Can understand instructions on packagingCan understand menus with pictures Can understand signs and notices in cafesCan read a food blog | Can ask about the price of goodsCan talk to a waiter and a shop assistantCan report a problem with food or an order | Can request simple information about food in writing | Can place a simple order of food onlineCan follow simple instructions as to the order | Can talk about food preferencesCan present their favourite foodCan provide simple instructions as to how to cook | Can write a simple menuCan write a simple recipeCan write a simple shopping list, a food diary and a food blog |

**Core skills**

|  |
| --- |
|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| Make decisions about healthy and unhealthy food, food pyramidCompare pricesCompare food advertisementsCan identify evidence of the quality of foodCan explain their food preferences | Create an unusual recipeCreate original advertisements of menus for extraordinary cafes  | Can maintain a conversation with a waiter and a shop assistantCan talk about food preferencesCan ask for clarificationCan demonstrate understanding and misunderstandingCan ask to repeat some informationCan use appropriate forms of greetings and farewells in a shop and a restaurantCan ask for help  | Can contribute to the discussion of the current topicParticipates actively in planning, organising and holding different activities and projects about foodCan offer help to other participants | Can show understanding of other people’s food choice |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| Liking and dislikingOfferingComparingAsking for clarificationDescribingPresentingAsking for and giving information | Can I help you?Are you ready to order?Is there/Are there any?No thanks. Yes, pleaseHow much/how many.Would you like some?What would you like?I’d like…Anything else?Can I have? | BaconBeansBowlBreadBreakfast BurgerCarrotCalorieCheapChipsCookDeliciousdinner | ExpensiveFast food restaurantForkFruitFrying panFishGrapeHot dogHungryIce cream KetchupKitchenMealMenu | MilkshakeNoodlesOilOrange juice PepperPlatePotatoPricePancakesRecipeRestaurantSaladSaltSnack Vegetarian cafe | Comparatives and SuperlativesCountable and uncountable nounsQuantity: some, any, no, a lot of, much, manyPresent Simple: affirmative, negative, questionsFuture: suggestionsModality: Would: questions with ‘like’Interrogatives: affirmative (Yes/No), affirmative (Wh-) |

**Learning outcomes for the topic**

* Confidently choose healthy foods for daily consumption
* Adequately compare healthy/unhealthy food and assess their quality
* Fully justify the nutritional value and usefulness of the products based on a simple analysis of its pros and cons
* Successfully discuss the strategy of cooking your favourite dish with family members or friends
* Convincingly recommend what kinds of food and dishes to eat to follow a healthy lifestyle

**Assessment for learning strategies**

Elicit what is known or not known on the topic through classroom dialogue.

* Ask questions which can elicit evidence of learners’ level of understanding from simple recall to higher-order questions.
* Encourage learners to ask questions to clarify understanding.
* Clearly communicate to learners what is being learnt and why on the topic, so that learners make sense of what they are doing and see the value of it.
* Negotiate what success looks like with learners to help them understand where they are going in their learning.
* Provide exemplars of successful performance to help learners understand the criteria for success.

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| -Clothes-season clothes | -shop-shopping mall-market-department store | -costumers-buyers-family members-shop assistant-friends-seller | -winter clothes-spring clothes-summer clothes-autumn clothes-money-purse-wallet-accessories | -holidays -parties-family meetings-school meetings-shopping  | -buying clothes-paying- sharing clothes with friends- trying on clothes- choosing clothes | - online magazine article- fashion magazine- dialogues |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| - can understand short descriptions of fashion- can differentiate season clothes- can get the main information from announcements in a shop | - can descrribe clothes for different events- can describe the last item they bought- can understand and write about the last time they went to the clothes shop | - can ask about an item they want to buy- can understand when a shop assistant addresses him/her- can ask friends/shop assistent  for help and advice- can ask about the price of clothes | - can request simple information about fashion- can write about favourite places for shopping - can describe what to wear in different seasons  | - can write emails about clothes- can write blogs about what they like/don’t like wearing | - can briefly describe what people are wearing in the picture/video- can make projects about season clothes- can make a short descriptionabout favourite clothes  | - can write a shopping list - can write a list of clothes for each season |

**Core skills**

|  |
| --- |
|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| - can compare views on certain types of clothes- can distinguish what clothes are appropriate for each season- can distinguish between casual and clothes for special occasions | - can come up with an idea of how to combine different clothes- can add some accessories to make some image | - Can maintain a simple conversation with shop assistant- can express likes or dislike on certain clothes | - can ask friends/parents for advice on what to wear/to buy- can make a dialogue about clothes | - can describe own emotions when they are shopping- can dress according to their emotions and feelings |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| - describing, characterising- asking for and giving information- asking for clarification- liking and disliking clothes- offering, accepting and refusing | Would you like…?I’d likeHow about?No thanks.Can I help you?How much does it cost?I’m happy/excitedCool.I agree with you. | wardrobesockshattrousersjumpershoesjeanshoodieT-shirtglovesscarfmittensglasses | to wearto buyto try onto changeto askto maketo put offto combineto suit | wearinginterestingfunnymodernbeautifulfashionablestylish | * Present simple
* modality
* Adjectives – comparatives and superlatives
* plurals
 |

**Sample learning outcomes for the topic**

By the end of studying the topic, learners will be able to:

* describe what to wear for each season
* give advice on what to wear/buy for special events
* make dialogues and projects about season clothes
* to apply vocabulary in the context

**Assessment for learning strategies:**

* ask and answer questions on the topic
* give feedback on the topic
* elicit what is known or not known on the topic through classroom dialogue
* be able to summarize what clothes to wear due to  the season

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| **I ,my family and my friends****-My family -relationships,****-my parents’ profession****-likes and dislikes** | flathousevillagelake, rivermountains, schoolkindergarten | mother, father, sister, brother, aunt, uncle, grandmother, grandfather, cousins,teacher, doctor, farmer, shop assistant, manager, web designer, fashion designer. | car, dolls, books, food,  | Birthdaypartiesparents’ meetingshoppinganniversaries | going to schoolgoing to workvisiting relativesbuying thingsbuying presents | invitations, birthday cardsemails,noteslettersinstant messages |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehenison** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| -can understand a short description of family members-can differentiate btw relatives | -can get necessary information from letters, cards, instant messages | can ask/talk relatives, friends about hobbies, likes/dislikes, daily routine | can request simple information about a friend’s family | can type/write a letter, a birthday card, an instant message... | can make a short presentation of their family threecan introduce family members | can describe his/her hobby, can draw a family tree and their hobby |

**Core skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| can compare behaviour of the surrounding peoplecan identify useful/useless hobbies | can come up with the idea of which present to buycan organize different events | can use appropriate forms of greetings, invitationscan describe own needs to family members and friends | can make relevant suggestions based on the current topic of conversation  | can describe their emotions on different situations, can understand people’s feelings |

**Language inventory**

|  |  |  |  |
| --- | --- | --- | --- |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| describingcharacterizingcomparing and contrastingexpressing feelings | How are youwould you likewhat is your hobbywhat is your favourite…. | mother, father, sister, brother, aunt, uncle, grandmother, grandfather, cousins,teacher, doctor, farmer, shop assistant, manager, web designer,  | to inviteto visitto liveto play to drawto respect | drawingfootballcollecting thingscookingreadinggardening | Nouns (proper&common)Adjectives (comparative and superlatives)can/can’tPresent SimpleThere is/ There areConjunctions (but/because) |

**Learning outcomes:**

-the Ss will be able to talk about family members, friends,

-describe their hobbies, likes and dislikes,

-to write birthday cards, short letters,

-will be able to apply vocabulary in the context

- will be able to design their ideal family.

-they will be able to analyse the structure of the text

**Assessment for learning strategies:**

* elicit what is known or not known on the topic through classroom dialogues
* encourage learners to ask questions to clarify understanding
* give feedback on the topic
* fill in the chart/grid
* to fill-in a questionnaire
* answer and ask questions on the topic

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| School life* Timetable
* Working day
* English lessons
* Lesson activities
 | School, classroom, canteen, school library and playground or gym | TeachersPupilsStudentsClassmatesSchool childrenLibrarian | Days of the week, school subjects, school objects, time, numerals | Visiting clubs, everyday activities, school parties | describing lesson activities, my working day, timetable; | letters, e-mails, songs, projects, announcements, invitations, short reports |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| can get main information from the text; can understand short information about school life | can get necessary information from the pin boardcan find the place using the school plan | can understand instructions;can ask for the permission;can talk about school life, working day. ; | can write a short email;can write invitations, timetable | Can write an email letter/ message to the pen-friends, can create online invitations | can provide simple information about school life, timetable, favourite lesson and activity;can make a small presentation/ project about their working day | can draw a plan of school and the way from school to home |

**Core skills**

|  |
| --- |
|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
|

|  |
| --- |
|  |
| Can make relevant suggestionsbased on the current topic ofconversation while studying |
| Can contribute to filling time-tables, clubs |

 | Can describe own emotions when studying, can show understanding of classmates` feelings, can come with idea with spending time together | Can use appropriate forms of address,greetings and farewells during studyingCan use simple techniques to start and maintain a conversation with a form teacher, teachers and classmatesCan describe own needs. | Can make relevant suggestions based on the current topic of conversation, can create a label of a club they go to,Can contribute to creating a project about activities during different lessons | Can describe own emotions while studying, can ask about their classmates` and teachers` emotions in learning process |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| describing, characterisingasking for and giving informationcomparing and contrastingexpressing own impressions, views, feelings liking and dislikingoffering, accepting and refusing | How about?No thanks.Can I help you?How many lessons have you got on… ? I feel excited/happy.It’s cool.May I come in/go out, sit down?I agree with you.My favourite…..What do you need for … lesson?What do you do at …lesson? | MemberClubInvitationClassmatesBoringInterestingDifficultEasyTo cheat | To quarrelTo teaseTo be good atTo be bad atTimetableSchool subject |  | Degrees of comparatives of adjectives, cardinal and ordinal numbers, modal verbs may, can,Gerund, Noun:singular and plural forms |

**Sample learning outcomes:**

By the end of studying the topic, learners will be able to:

* Introduce classmates and timetable, activities and clubs.
* Talk about their favourite subject/activity/ club
* confidently describe their working day
* adequately compare pen friends` timetables with their own ones.
* convincingly recommend what club to join
* use vocabulary in context
* write invitations, pin board advertisements
* etc.

**Sample assessment for learning strategies:**

* Elicit what is known or not known on the topic through classroom dialogue.
* Ask questions which can elicit evidence of learners’ level of describing and understanding on the current topic.
* Encourage learners to ask questions to clarify understanding.
* Clearly communicate to learners what is being learnt and why on the topic, so that learners make sense of what they are doing and see the value of it.
* Provide exemplars of successful performance to help learners understand the criteria for success.
* Give feedback to help learners move from their current performance to the desired performance: provide specific information which learners can use to move forward, clearly link feedback to the learning intention and the learners’ understanding of the success criteria, focus feedback on the task rather than the student.

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Ukraine* Focus on Ukraine
* Ukrainian traditions
* Holidays
 | citieshometownvillagescapitalmuseums | nationpeoplevisitors | transportpostcardssouvenirstickets | celebratingvisiting museums, places of interest | buying souvenirs, tickets;describing towns;writing letters,postcards... | letters, e-mails, songs, travel guides |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehension** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| can get main information from the text; can understand short information about holidays | can get necessary information from the guide book;can find the place using the map | can understand directions;can ask the direction;can talk about hometown; | can write a short email;can write postcards | can follow simple instructions as to the ordercan look through virtual galleries onlinecan write about the country for the website | can provide simple information about holidays, traditions;can make a small presentation about a favorite place of interest, tradition… | can draw a plan of a hometown; |

**Core skills**

|  |
| --- |
|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| can identify the characterof Ukrainianscan analyse holiday traditionscan compare the townscan identify the most interesting sightseeing | can build on others’ ideas in order to advertise different traditionscan create guidebook on Ukrainecan design a new stamp for the country | can introduce Ukrainecan speak on holiday traditionsin Ukrainecan ask/answer about traditionscan comment a photo of celebrating a holiday | can make relevant suggestionsbased on the current topic ofconversationcan create a guidebookcan take part in a discussion about Ukrainians towns | can describe own emotions when communicating with friends about Motherland |

**Language inventory**

|  |  |  |  |
| --- | --- | --- | --- |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| introducing peopledescribing, characterizingasking for and giving informationasking for clarificationcomparing and contrastingexpressing own impressions, views, feelingjustifying own choiceliking and disliking | Where do you live?Is/are there …. in your town?What`s the address?Where are they going today?What holidays does your family celebrate?Are there any traditions in yourfamily?What national dishes…? | independenceterritorynationalregionbe proud ofagencydishtripcrossroadtraffic lightsguidescience museumby underground/buson foot |  Past SimplePresent Perfect/Simple/ContinuousFuture Simple/going toIrregular verbsParts of speech |

**Sample learning outcomes:**

By the end of studying the topic, learners will be able to:

* confidently introduce Ukraine
* adequately describe holidays and traditions
* successfully negotiate a travelling strategy with family or friends, draw up a plan of hometown
* write short letters, e-mails, postcards
* apply vocabulary in the context
* understand the difference between Past Simple and Present Perfect

**Sample assessment for learning strategies:**

* Elicit what is known or not known on the topic through classroom dialogue.
* Ask questions which can elicit evidence of learners’ level of understanding from simple recall to higher-order questions.
* Encourage learners to ask questions to clarify understanding.
* Clearly communicate to learners what is being learnt and why on the topic, so that learners make sense of what they are doing and see the value of it.
* Negotiate what success looks like with learners to help them understand where they are going in their learning.
* Provide examples of successful performance to help learners understand the criteria for success.
* Give feedback to help learners move from their current performance to the desired performance: provide specific information which learners can use to move forward, clearly link feedback to the learning intention and the learners’ understanding of the success criteria, focus feedback on the task rather than the student.

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Свята і традиції* календар свят в Україні та країнах виучуваної мови
* традиції святкування
 | Homecafeschooloutdoorspublic placesclubsamusement park | familymembersrelativesfriendsclassmatestouristsanimatorsteachers | calendarpresentssouvenirstraditional foodpostcardsinvitationsdecorationscostumesfancy dressesbadgessymbols | birthdayChristmasNew YearHalloweenEasterMother’s DayThanksgiving DaySt.Valentine’s DaySt.Nicholas’ DayIndependence DayVictory DayDay of Knowledgefestivalscarnivalsfunfair | presentingwishinggivingpreparingdecoratingcelebratinggreetingbuying presentshaving funsinging(carols)dancingplaying gamesvisiting placesdressing upmaking partiesmaking costumescookingVertep show | invitationsgreeting  cardsname badgesposterslabelscarolspoemsadvertisementsannouncement |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehenison** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| Can understand invitations, greetings, clear and short instructionscan get the main information from media (TV, radio, announcement ) | Can understand and read the content and define the holiday according to the greeting can get the basic information from announcement  | Can understand and respond to oral invitation or greetingCan greet relatives, friends, classmates on the phone with holidaysCan discuss the plans about  the future preparations or celebrationsCan ask and answer simple  questions about celebrations |  can request the simple information about holidays in writing | Can write a short email letter to a friend about a favourite holidayCan comment on greetings, thankingCan place a simple holiday greeting in a social network or chat rooms | Can briefly describe traditions,food,fancy dress clothes.Can make a short presentation of a favourite holiday.Can provide simple instructions as to make name badgesCan sing carols | Can write short text messages, notes( emails, greetings, invitations)Can make posters, collages with symbols of each holiday including short description of holidays’ celebration in Ukraine and Great Britain can respond to other invitations |

**Core skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| Can compare different activities during celebrating holidaysCan make a decision as for the best present | Can come up with the ideas of decorating home for holidayCan design flyers for the party.Can develop the plan of the holidayCan come up with the idea of which present to buy | Can use appropriate forms of greetings in invitationsCan describe own wishes on the holiday | Can take part in a discussion concerning celebrating holidaysCan volunteer to take on a specific role while organizing a holiday (playing games, acting festive show) | Can describe own emotions when celebrating.Can show understanding  the feelings of other people. |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| Describing, characterizing, expressing feelingsOffering, accepting and refusing the invitation | Enjoy yourself!Have a nice time!What about..?All the best!Best wishes!That’s great!That’s amazing!I feel excited!I feel pleased!Trick or treat!Merry Christmas!Happy New Year!Congratulations!Many happy returns of the day! | busycongratulationsdescribee-mailenvelopeforeigngive a partyGodgluestringcutcardentertainmentnationalnoonposterpostcardguestsfancy dress party | Christmas carolchurchcitizensqueenget togetherfestive dinnerChristmas EveBoxing DayEaster Sundayhave a resthave funcelebrate spend | preferblesssingdanceput onplay gamestake placetake part inbe fond ofbe interested inbe good atpumpkinghostJack- o’-lanternturkeypilgrimsharvestwreathcandlecakesweets | Adverb - yesterday, tomorrow, today, nowClause wh-questions yes/no questions  Modality should/shouldn’t ,may I/we..? Noun possessionPrepositions of time and place (in, on, at, from... to..., by, during) Object pronouns (me, him, her) using  will/ be going toOrdinal numerals- cardinal numeralsPresent simple Present Continuous |

**Sample learning outcomes for the topic**

By the end of studying the topic, learners will be able to:

Understand information in invitations, holiday greetings and respond to them orally and in written form as well as ask questions for clarifying for some details

Write an invitation to own birthday party and send it via email, post online or deliver in hand

Name and differentiate holiday symbols peculiar for Ukraine and Great Britain and describe celebrations of some holidays (birthday, Christmas, New Year, Thanksgiving, Easter, St.Valentine’s  Day, Mother’s  Day) in short

Express their own wishes as for the best present for the birthday, Christmas, St. Nicholas` Day

Provide simple instructions as to making name badges and while decorating home

Write a short email letter to a friend about a favourite holiday

Write clear labels on the presents during holiday preparations

Tell about their plans for celebrating a holiday using the construction “be going to”

**Sample assessment for learning strategies**

Clarify learning intentions and share criteria for success

Engineer effective classroom discussions, questions, and learning tasks that elicit evidence of learning

Provide reflection in action and reflection on action that moves learners forward

Activate students as owners of their own learning (self-assessment)

Activate students as instructional sources for one another (peer-assessment)

Encourage learners to build mind maps and graphic organizers to tell easily what students know or do not know about the topic

Provide students with online quizzes and puzzles to the topic and clear instructions to them

Encourage learners to make a final project in the form of a poster

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Свята і традиції* календар свят в Україні та країнах виучуваної мови
* традиції святкування
 | Homecafeschooloutdoorspublic placesclubsamusement park | familymembersrelativesfriendsclassmatestouristsanimatorsteachers | calendarpresentssouvenirstraditional foodpostcardsinvitationsdecorationscostumesfancy dressesbadgessymbols | birthdayChristmasNew YearHalloweenEasterMother’s DayThanksgiving DaySt.Valentine’s DaySt.Nicholas’ DayIndependence DayVictory DayDay of Knowledgefestivalscarnivalsfunfair | presentingwishinggivingpreparingdecoratingcelebratinggreetingbuying presentshaving funsinging(carols)dancingplaying gamesvisiting placesdressing upmaking partiesmaking costumescookingVertep show | invitationsgreeting  cardsname badgesposterslabelscarolspoemsadvertisementsannouncement |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehenison** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
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**Core skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
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|  |  |  |  |
| --- | --- | --- | --- |
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Name and differentiate holiday symbols peculiar for Ukraine and Great Britain and describe celebrations of some holidays (birthday, Christmas, New Year, Thanksgiving, Easter, St.Valentine’s  Day, Mother’s  Day) in short

Express their own wishes as for the best present for the birthday, Christmas, St. Nicholas` Day

Provide simple instructions as to making name badges and while decorating home

Write a short email letter to a friend about a favourite holiday

Write clear labels on the presents during holiday preparations

Tell about their plans for celebrating a holiday using the construction “be going to”

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Activate students as instructional sources for one another (peer-assessment)

Encourage learners to build mind maps and graphic organizers to tell easily what students know or do not know about the topic

Provide students with online quizzes and puzzles to the topic and clear instructions to them

Encourage learners to make a final project in the form of a poster

**Grade 5**

**External context**

|  |  |
| --- | --- |
| **Topic, sub-topic** | **Situation** |
| **Locations** | **Persons** | **Objects** | **Events** | **Operations** | **Texts** |
| Рідне місто/селоМісцезнаходженняОсновні історичні та культурні відомості | centersquarestreetnaturepark | authoritiesartistpoetpainterbuilderfamous people | historical buildingsmuseumtheatreoperaexhibition | meetingconcerttriptour | guide toursightseeingexhibitionsart galleries | bookpoemchartyoutubebillboardslegendsleafletbrochurehand out |

**Communicative language skills**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Oral comprehenison** | **Written comprehension** | **Oral interaction** | **Written interaction** | **Online interaction** | **Oral production** | **Written production** |
| -can understand a short description | can get necessary information from a short guide book/leaflet…-can find a certain place using different notes of directions-can distinguish different places | -can understand when someone addresses-can respond adequately-can ask for/give directions-can keep conversation going | -can request simple information-can give a short description-can write about native village/city | -can chat with someone giving description of a town/place-can write short posts-can write an e-mail about native village/town | -can make a short presentation-can conduct a small excursion  | -can make a written project with a short description-can describe a map- can write an ad representing landmarks |

**Core skills**

|  |
| --- |
|  |
| **Critical thinking** | **Creative thinking** | **Communication** | **Collaboration** | **Emotional development** |
| -can compare old and modern buildings, places, landmarks, sightseeing-can identify famous places/buildings-can recognize places of your city and foreign one | -can create a plan for a trip in the city/village-can compete quiz about your native town for your mates- can draw a map and show the way to some place-can create a leaflet about native village/town | -can use appropriate forms of address, directions -can use a simple technique to start conversation with the lost-can describe your town -can ask and give directions | -can provide /add information on a relevant topic-can volunteer to take a role of a guide-can contribute to drawing up a simple city map | -can describe feelings about hometown-can show understanding and sympathy to the lost -can express emotions about favourite town/village |

**Language inventory**

|  |
| --- |
|  |
| **Language functions** | **Sample exponents** | **Sample vocabulary** | **Sample grammar** |
| -describing, asking/giving information, asking for clarification, comparing and contrasting, offering help, expressing likes/dislikes …. | My city is known for/famous forthere is/areIt is located/situatedIt takes placeI am going to…it takes 5 minutes to get there….Could you tell me …, please?What would you recommend me to visit….? | largebeautifulsmallfamous comfortable interestingcool greatWhat about you? | crossroadsschoollibrarysquaregaragehotelmonumenthistorical placeshistorical events | shopstreetlightsroad signpavementmuseumoperascheduleget on/offcatch a bustake a taxiplan a trip/excursion | -adjectives -comparative/superlative-preposition of place and timeadverbs-imperative verbs-nouns - proper namesPresent ProgressivePresent SimpleFuture Simple |

**Sample learning outcomes:**

-describe your city / town / village

-recommend where to go, what to see and why

- ask for and give directions’ instructions

-talk about interesting places to visit

-ask and make suggestions

-describe landmarks

-make an appointment

-give the reasons why something is worth visiting

**Sample assessment for learning strategies:**

-make a dialogue to elicit what is known and unknown on the topic

-make the excursion around the city which can elicit the evidence of learner’s level of understanding

-give feedback on their performance on how to move from one way to another in a form of video guide

- pupils’ feedback (based on a given criteria)

-quizzes, puzzles, crosswords to demonstrate pupils what they need to learn to succeed

- project to encourage pupils to dig deeper

- voice a muted video to practice sentence making and intonation

-portfolios

-rubrics