**TOPICAL CONTENT AND LEARNING OUTCOMES**

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| **Concept** | **Topics** | **Subject learning outcomes for topic ( SLOT )** |
| **Literary and non-literary texts** | **Topic 1 –**  **Meeting people**  - People the great  communicators  -.Living abroad  - Lifestyles  - Homes around the world | * Listens/reads about other people and their ideas and discusses information regarding lifestyles in the city and country and respecting different ways of living and doing; * Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like place and the way of living…); * Writes descriptions of people and places regarding the way of living and acting; * Analysis people’s way of living used in print, non-print, and digital materials (language, place, the way of living); * Notes important details about the text read such as people, time, place and things; * Explores, selects, and reads texts containing descriptions of people and their lifestyles in different sources (books, kids’ online newspapers, magazines) and shares them with peers; * Explores lifestyles through role play; * Researches different facts about different countries including information about the environment, culture, and general way of life in particular countries; * Engages in discussion with peers and teacher regarding home types; * Explains and analysis the relationship between communication and behaviour; * Recognizes the ability to understand him/herself and communicates with others. |
| **Topic 2 -**  **Cities and countries**  - Two Cities  - Living in a country  - Today is different  - Having a party | * Reads/listens/ views materials regarding the cities and countries, comparing the live in different parts of the world; * Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like town and country, and entertainment); * Writes simple informal notes, messages or emails about themselves or others describing places and events; * Compares and contrasts living in different places regarding people, life, entertainment; * Identifies the main idea(s) in the text and specific details ( activities, time, place); * Gives formal presentation expressing advantages and disadvantages of living in city and in the country; * Makes comparisons between the present and the past regarding the way of living, places, technology and entertainment; * Reads a text and voices an opinion or conclusion based on reading beyond the literal meaning of the text. |
| **Topic 3 –**  **Services**   * Electronic goods * Hospital * Internet – the world’s biggest market | * Listens/reads/views materials from diverse sources and makes use of the information gathered in their own work; * Prepares media to illustrate a presentation, including media from an electronic source (e.g. clipart or internet downloads) about people, food and markets; * Gathers information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources (e.g., use a timeline to organize research tasks; interview people with knowledge of the topic); * Identifies author’s purpose and tone; * Writes a description of the way of staying healthy comparing jobs, responsibilities and activities; * Engages in pre-reading oral activities that expand vocabulary and build familiarity with the language of the text; * Summarizes texts read in the source language (English or mother tongue) and translates them into the target language (mother tongue or English); * Makes more regular use of a dictionary to find the meaning of new words. |
| **Topic 4 –**  **Parties**   * Having a party * At the picnic * Camping | * Listens in order to understand and respond appropriately in a variety of situations for a variety of purposes; * Interprets texts with an awareness of and curiosity for other viewpoints; * Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text; * Composes short narrative paragraphs to describe activities in parties, camping or picnics; * Reads silently and aloud a text and gives an oral summary after each paragraph. |
| **Topic 5 -**  **Fact and fiction**  - A wonderful journey  - Memories  - A story  - Books, Movies and Music | Listens/reads passages relating to specific topics and expands his vocabulary;  * Retells some parts of the story focusing on main characters and events; * Draws evidence from literary or informational texts to support analysis, reflection, and research; * Comprehends and analysis texts and relates them with their personal experience; * Notes important details about the text read such as time, place and objects; * Reads silently and aloud a text and gives an oral summary after each paragraph; * Reads a text and voices an opinion or conclusion based on reading beyond the literal meaning of the text; * Generates ideas for writing based on model texts from shared reading activities. |
| **Topic 6 –**  **Fame**  - Famous people  - Jobs  - Places | * Listens/reads about other people and discusses information regarding personal life, jobs and places; * Responds to diversity with respect; * Writes short, simple informal notes, messages or emails about themselves or others describing their place of living, jobs and lifestyles; * Composes a three paragraph essay giving personal information (introduction, the place where he/she was born and lives, jobs of family members/relatives, activities...); * Demonstrates awareness of connections, similarities and differences between people and places, and reacts positively; * Gives formal presentation about himself and the others using grade appropriate vocabulary and structures; * Values paid jobs and community work by demonstrating initiative in planning such activities. |
| **Topic 7 -**  **Health**  - A food pyramid  - Illness  - Behaviours  - Greetings | * Listens/reads about other people and discusses information regarding personal life, health, and activities; * Writes short, simple informal notes or messages about their experiences (people, places, eating, shopping, ); * Uses critical thinking skills to identify the main conclusions in clearly signalled argumentative texts; * Examines different levels of identity and their implications for managing relationships with others; * Compares and contrasts shared and different social, cultural and legal norms of people; * Compares information and action required in authentic/authentic-like receipts and bills; * Draws evidence from literary or informational texts to support analysis, reflection, and research; * Identifies the types of foods found in grocery stores and classifies them into each group; * Reads about the way of living of others and responds appropriately respecting different ways of being and acting. |
| **Topic 8 –**  **Hopes and ambitions**  - One day  - The road to ruin  - Travelling  - Fairy tale | * Listens /reads short recorded/print text and extracts essential information and shares it with peers and teachers; * Engages in discussion with peers and teacher regarding travel and transport; * Composes a three paragraph essay giving personal information ( journey, holiday, excursions); * Analysis the characters used in print, non-print, and digital materials (the way of living; meal; parties….); * Identifies powerful passages from texts and describes why they are personally meaningful; * Gives the correct sequence of three events and identifies cause and/or effect. |
| **Figurative and non-figurative language** | **Topic 1-**  **Meeting people**  - Lifestyles  - Homes around the world  - Looking good  - Social expressions | * Describes people based on photographs of people (known/unknown) speculating about person’s lifestyle (sharing photo album); * Uses appropriate leave-taking and politeness expressions; * Participates in role-play opportunities that promote social interaction with peers; * Responds to diversity with respect; * Demonstrates awareness of connections, similarities and differences between people and reacts positively; * Understands and compares formal and informal forms of greeting, presenting, leave-takings and expressions of politeness; * Demonstrates awareness of the needs and rights of others; * Creates an artistic representation to highlight their understanding of homes from around the world. |
| **Topic 2 –**  **Cities and countries**  - Living in capital cities  - Living in the country  - Relationships between  parents and children  - Tourists in your country  - Having a party  - Making invitations | * Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allows others their turn to express things happened in the past and shows respect for those events (social, religious, history, etc.); * Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities; * Distinguishes text-types according to purpose and language features -Comparison and contrast; * Demonstrates understanding of simple descriptions of people and places and discusses with peers; * Demonstrates understanding of figurative language, word relationships, and nuances in word meanings. |
| **Topic 3 –**  **Services**   * Post ( telephone, e-mail) * Petrol station * Buying on-line * Asking for help | * Asks for help and gives advice to others; * Evaluates accuracy and usefulness of information, and the credibility of the sources used; * Discusses in groups the way of purchasing goods or services through the Internet; * Makes reservation or appointment communicating on the phone or writing email; * Discusses the advantages and disadvantages of public services using appropriate terminology such as petrol station. public transportation...); * Uses verbal and non-verbal language to communicate with others ( email, phone, social chats, etc); * Asks questions to clarify when information is not making sense. |
| **Topic 4 –**  **Parties**   * Making invitations * On the phone * Birthday presents | * Uses informal and formal English depending on the situation in whole-class, group and pair work and for a variety of functions outside the classroom; * Writes a short texts (brief informal invitations/ text messages/ formal invitations/ thank you letters); * Discusses in groups regarding the celebrations in family and school; * Makes invitation cards giving useful information such as place, time, people and activities; * Speaks clearly and with confidence in group and class discussions, listens attentively to others in discussions, allows others their turn to speak showing respect for what others say. |
| **Topic 5-**  **Fact and fiction**  - Telling jokes / a story  - An interview  - A favorite movie  - Special occasions | * Makes connections to personal and shared ideas and experiences by talking in pairs or small groups; * Develops strong foundations in both the culture and language/s of their family and of the broader community without compromising their cultural identities and tradition; * Asks and answers questions and engages in paired and group discussions about movies and stars; * Interviews his/her classmate and other people in community regarding personal information and social events; * Engages in discussion with peers and teacher regarding to real events and jokes, and compares them with personal experience; * Makes a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receives feedback. |
| **Topic 6 –**  **Fame**  - Famous people  - Biographies  - Media  - Visitors  - Jobs  - At the airport/museum | * Completes most forms related to personal information; * Demonstrates understanding of short simple descriptions of known people including jobs, nationality, religion, etc. * Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic; * Reads, listens, views about variety of narrative genres, including personal narrative, biography, anecdote and short story, and identifies similarities and differences; * Engages in role play with peers and adults in a variety of informal and formal situations including job interviews and workplace simulations; * Values paid jobs and community work by demonstrating initiative in planning such activities; * Observes a peer presentation and offers more thoughtful positive and constructive feedback. |
| **Topic 7 –**  **Health**  - Health and illness  - At the doctor’s  - Requests and offers  - Obligations and permissions  - Advices  - On the phone | * Expresses ideas and feelings and understanding and shows respect for the perspectives of others; * Asks for help and gives advices to others; * Uses verbal and non-verbal language to communicate with others (email, phone, social chats, etc.); * Understands short simple descriptions of people and places on using healthy food; * Gets information about things around them (food, travel agency, hospital,..); * Compares information and action required in authentic/authentic-like receipts and bills; * Shows an increasing awareness of healthy lifestyles and good nutrition; * Demonstrates an awareness of the impact of human activity on environments and the interdependence of living things. |
| **Topic 8 –**  **Hopes and ambitions**  - Air / Rail travel  - Buying a ticket  - Reality and the future | * Demonstrates awareness of the needs and manners of transportation; * Makes suggestions about places to visit; * Discusses the advantages and disadvantages of public services using appropriate terminology; * Engages in discussion with peers and teacher regarding travel and transport; * Responds to conversation in familiar contexts with familiar vocabulary; * Uses verbal and non-verbal language to communicate thinking; * Uses speaking to explore and refine their own ideas and opinions, and responds to the ideas of others. |
| **Criticism, theory and history** | **Topic 1 –**  **Meeting people**  - A letter to a pen friend  - My home | * Explores similarities and differences between the lifestyle in the city or country; * Feels recognised and respected for who they are and how they live and explores different lifestyles and points of view in dramatic play; * Shares aspects of their lifestyle with the peers and elders; * Evaluates the influences of family and community on our cultural shaping; * Prepares a presentation about their identity, job, favourite film, family, holiday etc; * Prepares media to illustrate a presentation, including media from an electronic source, such as clipart or internet downloads; * Listens to others’ ideas and respects different ways of being and acting; * Uses short, everyday expressions and phrases to satisfy routine tasks (personal details, favourite book, film, journey,..); * Makes predictions and generalisations about their lifestyle, aspects of the natural world and environments; * Describes personal experiences and give basic information on everyday matters fluently and idiomatically; * Shows an increasing awareness of healthy lifestyles and good nutrition; * Compares and contrasts particular linguistic features of the target language and the mother tongue;  Demonstrates understanding by identifying the content and relevance of news items, articles and reports related to everyday problems, or to issues of personal interest in the target language and culture;  * Shares his work with peers and teacher in class and engages in giving and receiving feedback;  Recognizes stereotypes and preconceived ideas;Compares, contrasts and applies social conventions across cultures in oral and written communication;Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history;Demonstrates awareness of connections, similarities and differences between people, places and reacts in positive ways;Analysis the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue understudy;Analysis how an author develops and contrasts the points of view of different characters or narrators in a text;Compares and contrasts a text to an audio, video, or multimedia version of the text, analysing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |
| **Topic 2 –**  **Cities and countries**  - People and animals  - Descriptions of two cities  - Cities and countries  - Living abroad  - Parties |
| **Topic 3 –**  **Services**   * Teens and the media * Problems with buying on line * Teenagers and the future |
| **Topic 4 –**  **Parties**   * To have or not to have * Special clothes |
| **Topic 5-**  **Fact and fiction**  - School trip  - Movies and music  - Jokes  - Books |
| **Topic 6 –**  **Fame**  - A writer/A musician /An actor  - Jobs  - Places  - Sports |
| **Topic 7 –**  **Health**  - A food pyramid  - Good and bad behaviors  - Greetings in different  countries |
| **Topic 8 -**  **Hopes and ambitions**  - Advantages and disadvantages  of public transportation  - Personality  - Nationality  - Exploring on line |
| **Language exponents** | **Topic 1-**  **Meeting people**  - Present tenses  - Expressing possession ( Have /  Have got and ‘s)  - Describing  -Questions and negatives  - Words with more one  meaning  - Opposites  - Using a dictionary  - Idioms related to people  - Vocabulary field: people | * Explores structures and vocabulary used in describing people (present tenses, adjectives and possessive nouns) and practices their use in context; * Writes sentences (present tenses) with correct capitalization, punctuation, word order and correct subject-verb agreement; * Produces short texts of description of a person’s lifestyle using appropriate vocabulary and structures; * Identifies opposites and uses them correctly in their writing; * Recognises that they have a right to belong to many communities and to live freely, and discusses with peers using positive adjectives; * Asks questions to clarify when information is not making sense; * Uses a particular kind of sentence for a specific purpose and audience –asking and responding to questions; * Discusses personal lifestyle comparing it to their peers’ lifestyle in English speaking countries; * Identifies and corrects mistakes in capitalization, punctuation, sentence structure, verb forms, and other grammatical points; * Spells unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling; * Uses vocabulary related to people; * Writes descriptions of people and places regarding to the way of living and acting; * Analysis people’s way of living used in print, non-print, and digital materials (language, place, the way of living). |
| **Topic 2-**  **Cities and countries**  - Comparing  - What’s like...  - Verb patterns  - Synonyms and antonyms  - Prepositions of place and  movement  - Giving directions  - Linking words  - Idioms related to places  - Vocabulary field: town and country words | * Asks and answers about descriptions of places and gives directions regarding to shops and homes; * Uses sentences to compare and contrast ideas/objects; * Differentiates the correct use of prepositions with regard to time or location; * Identifies word’s similarities and differences; * Demonstrates the skill of comparing people and places by selecting grammatically appropriate questions and statements; * Recognizes basic prepositions of place and movement in contextualized speech; * Participates in face-to-face conversations to tell about him/herself or describe places or people comparing and contrasting them; * Explores differences in words that represent people, places and things; * Speaks and writes about him / herself focusing on crucial information as well as some additional detail (like town and country, entertainment); * Writes simple informal notes , messages or an email about themselves or others describing places and events; * Uses vocabulary related to town and country. |
| **Topic 3 -**  **Services**   * Comparing and contrasting * Asking and ordering for help * Expressing opinions * Quantifiers * Shopping nouns * Money verbs * Numbers and prices * Idioms related to money and shopping * Vocabulary field: public services | * Uses speaking to explore and refine their own ideas and opinions, and begin to respond to the ideas of others; * Expresses abilities of doing and being; * Writes with reasonable accuracy concerning spelling and punctuation; * Asks about the quantity of things and responds accurately giving the exact amount; * Makes more regular use of a dictionary to find the meaning of new words; * Asks for help and gives advices to others; * Discusses in groups the way of purchasing goods or services through the Internet; * Asks questions to clarify when information is not making sense; * Asks and answer about quantity and prices, pronouncing correctly the vocabulary related to numbers; * Uses vocabulary related to public services. |
| **Topic 4 –**  **Parties**   * Describing things and activities * Phrasal verbs * Words that rhyme * Tongue twisters * Idioms related to special occasions * Idioms related to money * Vocabulary field: teenagers | * Composes short narrative paragraphs to describe activities in parties, camping or picnics; * Writes short texts (brief informal invitations/ text messages/ formal invitations/ thank you letters); * Makes invitation cards giving useful information such as place, time, people and activities; * Composes clear and coherent sentences using appropriate grammatical structures; * Asks grammatically structured questions related to basic needs and respond appropriately using short phrases and sentences; * Writes with reasonable accuracy concerning spelling and punctuation; * Uses vocabulary related to teenagers. |
| **Topic 5 -**  **Fact and fiction**  - Past tenses ( simple and  continuous )  - Activities  - Time expressions  - Which word is different?  - Verbs and nouns that go  together  - Asking and answering about the time  - Idioms related to time   * Vocabulary field: Movies and books | * Writes with reasonable accuracy concerning spelling and punctuation; * Engages in discussion with peers and teacher regarding real events and jokes, and compares them with personal experience; * Differentiates the correct use of prepositions with regard to time or location; * Makes a more complex oral presentation of narrative, expository, descriptive and persuasive type, with media, to a variety of audiences and receive feedback; * Writes with reasonable accuracy concerning spelling and punctuation; * Uses vocabulary related to movies and books. |
| **Topic 6 -**  **Fame**  - Perfect tenses ( present and past)  - ever, never  - for and since  - already, just, yet  - Homophones  - Relative clauses  - Idioms related experiences  - Vocabulary field: jobs | * Makes connections to personal and shared ideas and experiences by talking in pairs or small groups; * Writes short, simple informal notes or messages about their experiences; * Expresses past events making connections with present life; * Asks questions to clarify or provide further understanding on the topic; * Takes part in discussions to express events in the past; * Writes with reasonable accuracy concerning spelling and punctuation; * Takes notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic; * Participates in play opportunities that promote social interaction with peers; * Uses vocabulary related to jobs. |
| **Topic 7 –**  **Health**  - Giving advices  - Expressing obligations  - Abilities  - Nouns that go together  - Idioms related to health  - Vocabulary field: Food and  drinks | * Writes short, simple informal notes or messages about their experiences. (places, eating, shopping, people); * Uses vocabulary related to food and drinks; * Discusses about problems and gives advice in negative and positive ways (e.g. you should/ shouldn’t; you could/couldn’t; I would/wouldn’t); * Writes with reasonable accuracy concerning spelling and punctuation; * Shows awareness of a range of vocabulary related to the topic of ‘health and lifestyle’; * Writes short, simple informal notes or messages about their experiences (places, eating, shopping, people ); * Writes a description of the way of staying healthy comparing jobs, responsibilities and activities; * Expresses ideas and feelings and understands and respects the perspectives of others; * Compares information and action required in authentic/authentic-like receipts and bills. |
| **Topic 8 – Hopes and Ambitions**  - will  - First conditional  - Time clauses  - Linking words  - Idioms related to  transportations   * Vocabulary field: travelling | * Participates in play opportunities that promote social interaction with peers; * Makes predictions and arrangements about places, people and the weather; * Makes short dialogues expressing hopes and ambitions; * Writes with reasonable accuracy concerning spelling and punctuation; * Engages in discussion in pairs or group using their imagination and real situations; * Identifies and discuss aspects of everyday life such as transport, clothing and food; * Writes with reasonable accuracy concerning spelling and punctuation; * Responds to simple conversation in familiar contexts with familiar vocabulary; * Composes a three paragraph essay giving personal information ( journey, holiday, excursions); * Engages in discussion with peers and teacher regarding travel and transport; * Makes suggestions about places to visit; * Uses vocabulary related to travelling. |