

## English Planning 1º ESO

2020-2021

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### 1. Thematic index

1. Starter: A, B, C, D. Present Simple (affirmative, negative, interrogative). Subject pronouns and possessive adjectives. Demonstrative pronouns. Quantifiers.
2. Adverbs of frequency. Object pronouns. Verb+ing.
3. Present Continuous (affirmative, negative, interrogative). Comparison between present simple and present continuous.
4. Countable and uncountable nouns. Much/many/a lot of. Indefinite pronouns.
5. Past simple (regular and irregular verbs) affirmative, negative and interrogative.
6. Modal verbs: can, can't, could, couldn't, have to, don't have to. Likes and preferences: would like.
7. Questions with *How*. Future form: will, won't. First conditional.
8. The imperative. Future forms: be going to. Comparison between will and be going to. Present continuous for the future.
9. Present perfect: affirmative, negative and interrogative form. Comparison between present perfect and past simple. Use of ever and never with present perfect.

### 2. Evaluation Criteria:

The effort and progress of the student will be evaluated in terms of the assimilation of the basic concepts of each unit. Their mark will be attained using the following assessments:

#### 2.1. General

In every unit the students will work on **all** of the five key skills (Grammar, Listening, Reading, Speaking and Writing)

The assessment of these skills will be weighted as **accordingly**;

**Use of English** – Will be weighted as **20%** of the final mark. It will be assessed with a written exam or Forms. As part of the students' continuous assessment, the material from previous units will be included in subsequent exams.

**Reading** – Will be weighted as **10%** of the final mark of each term.

**Listening** - Will be weighted as **10%** of the final mark of each term. The students' auditory skills will be assessed with an audio and related questions.

**Writing** – Will be weighted as **10%** of the final mark of each term. (In addition, written expression will be taken into consideration in both reading and listening exams)

**Speaking** – will be weighted as **50%**.

Students will be assessed in their English Conversation Classes through class activities, exercises, class participation and attitude, 20%. And 30% with the main teacher: PBL and weekly oral activities (Dialogues, role plays, debates, discussions, short videos with Flipgrid, making surveys, doing interviews, short presentations, describing a picture, comparing ideas on mind maps, ice breaking games)

**“If a student fails the oral skills class because of bad behaviour or lack of effort, both teachers may decide to fail that student for the entire English subject that term”**

**Attitude and Homework** will be included in each of the % related to the different skills.

## 2.2 Correction Criteria

Grammatical errors will be considered more serious than those in vocabulary.

In order to achieve full marks in dialogues and written compositions, students must use language (expressions, vocabulary and structures) appropriate for the school year they are in.

"Cheating and plagiarism will not be tolerated. If a student is caught doing so they will fail said exam with a 0. If the student is caught cheating a second time, in the same subject, they will receive a 0 as the final mark."

## 2.3 Final Assessment:

The school year is divided into three terms with three exam periods. The mark given to the student will be the mark of the student at that given time. In accordance with continual assessment, the averages will be calculated accordingly:

**1st term:** exams + class marks

**2nd term:** first term average + second term exams and class marks **divided by 2**.

**3rd term:** second term average + third term exams and class marks **divided by 2**.

## 2.4 Effort and Sacrifice

The revision of notebooks, activities, punctuality and attitude will be used to round up or down the final mark.

## 2.5 Special Needs Students

The evaluation criteria will be the same for all students taking into account that the exams **will be adapted** in accordance with guidance provided by the Orientation Department in the following way(s):

- Reducing the number of questions per page, if necessary
- Combining oral and written evaluations, if necessary
- Highlighting **key words** in bold in each question/ activity
- Combining different styles of question in a test: multiple choice, fill in the gaps, true or false, complete the sentence etc

- Not giving two instructions in the same question. (An example of two instructions: "Write numbers 1 -20 and highlight the even numbers.")
- Checking all the questions on the exam have been answered before the students hands it in.
- Giving extra time
- Upon correcting the exam, orthographical errors and expressions won't be held against them
- If necessary, reading every question to the student and checking that they understand what is required of them

### 3. Unit Contents:

#### Starters and Unit 1:

Contents	Evaluation Criteria	Evaluable Learning Standards
Possessive 's	-To understand the possessive 's and its uses	-Uses 's correctly in sentences
Subject pronouns and possessive adjectives	-To learn and understand subject pronouns and possessive adjectives	-Constructs different sentences with subject pronouns and possessive adjectives
Demonstrative pronouns: this, that, these, those.	-To use demonstrative pronouns correctly	-Constructs sentences using demonstrative pronouns
Present simple of <i>have got</i> and <i>to be</i>	-To recognise that to have and to be are irregular verbs -To conjugate the present simple of <i>have got</i> and <i>to be</i> in affirmative, negative and interrogative	-Conjugates correctly the irregular verbs <i>have got</i> and <i>to be</i> correctly in the present simple in affirmative, negative and interrogative
Quantifiers	-To understand quantifiers and their uses	-Understands quantifiers and uses them correctly
There is, there are	-To know how to use there is and there are correctly	-Uses there is and there are correctly
Present simple in affirmative, negative and interrogative form	-To know the forms and uses of the present simple -To know a variety of verbs in and be able to conjugate them in present simple in affirmative, negative and interrogative	-Recognises the forms and uses of the present simple -Conjugates the present simple correctly in affirmative, negative and interrogative
Question words	-To know different question words and know their uses	-Understands the uses of question words -Constructs questions correctly
Families, School, Physical Descriptions, Home Vocabulary	-To know a selection of vocabulary related to Families, School, Physical Descriptions, Home	-Recognises Families, School, Physical Descriptions, Home Vocabulary
Countries, Nationalities and Languages Vocabulary	-To know a selection of vocabulary related to Countries, Nationalities and Languages	-Demonstrates knowledge of a selection of vocabulary related to Countries, Nationalities and Languages

Fact Sheet	-To know the structure and adequate expressions to write a country and language fact sheet	-Writes a language and country fact sheet correctly
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### Unit 2:

Contents	Evaluation Criteria	Evaluable Learning Standards
Adverbs of frequency	-To identify adverbs of frequency and know their uses	- Uses the adverbs of frequency correctly place
Object pronouns	-To recognise object pronouns and distinguish the uses	-Completes sentences using object pronouns.
Verb + -ing.	-To know the structure and uses of verb+ing	-Understands and uses the structure of verb+ing
Possessions Vocabulary	-To know a selection of vocabulary related to possessions	-Identifies possessions vocabulary
Free time Vocabulary	-To know a selection of vocabulary related to free time	-Demonstrates knowledge of free time vocabulary
Internet Profile	-To know the structure and adequate expressions to write an internet profile	-Writes an internet profile using the adequate structure and expressions

### Unit 3:

Contents	Evaluation Criteria	Evaluable Learning Standards
Present continuous	-To the structure and uses of the present continuous in affirmative, negative and interrogative -To know the structure of short answers	-Constructs sentences in the present continuous (affirmative, negative and interrogative) -Uses the structure of short answers in present continuous correctly
Present simple vs present continuous	-To know the differences in structure and use between the present simple and present continuous	-Recognises the differences between the present simple and present continuous -Identifies which tense is required when constructing sentences
Holiday Activities Vocabulary	-To know a variety of words related to holiday activities	-Demonstrates knowledge of holiday activities vocabulary
Geographical Features Vocabulary	-To know a selection of vocabulary about	-Recognises vocabulary about geographical features

	geographical	
Email	-To know the structure and adequate expressions to write an email	-Writes an email with the adequate structure and expressions

#### Unit 4:

Contents	Evaluation Criteria	Evaluable Learning Standards
Countable and uncountable nouns	-To differentiate between countable and uncountable nouns	-Uses countable and uncountable nouns correctly
Much, many, a lot of and lots of.	-To understand the uses of much, many, a lot of and lots of -To construct sentences using much, many, a lot of and lots of	-Understands the uses of much, many, a lot of and lots of -Uses much, many, a lot of and lots of correctly in sentences
Too, too much, too many and (not) enough	-To know the uses of too, too much, too many and (not) enough	-Identifies when to use too, too much, too many and (not) enough
Indefinite pronouns	-To know the forms and uses of indefinite pronouns	-Uses indefinite pronouns correctly
Food and Drink Vocabulary	-To know a selection of food and drink vocabulary	-Demonstrates knowledge of a food and drink vocabulary
Health and Lifestyle Vocabulary	-To know a variety of health and lifestyle vocabulary	-Uses a variety of health and lifestyle vocabulary
Opinion Essay	-To know the structure and adequate expressions to write an opinion essay	-Writes an opinion essay with the adequate structure and expressions

#### Unit 5:

Contents	Evaluation Criteria	Evaluable Learning Standards
Past Simple (regular verbs)	-To know the forms and uses of the past simple regular verbs in affirmative, negative and interrogative -To know the structure of short answers in the past simple -To know how to construct a question in past simple, when given the answer -To know how to use the past simple with <i>ago</i>	-Constructs sentences correctly in affirmative, negative and interrogative -Uses short answers in past simple -Constructs questions in past simple when given the answer -Identifies how to use <i>ago</i> with the past simple

Past Simple (to be and irregular verbs)	-To know the forms and uses of the past simple irregular verbs in affirmative, negative and interrogative	- Uses irregular verbs correctly in the past simple in affirmative, negative and interrogative
Famous People Vocabulary	-To know a selection of vocabulary related to famous people	-Demonstrates knowledge of a selection of vocabulary related to famous people
Biography	-To know the adequate structure and expressions to write a biography in past tense	-Writes a biography in the past tense using the adequate structure and expressions

### Unit 6:

Contents	Evaluation Criteria	Evaluable Learning Standards
Modal verbs (can, can't)	-To know the forms and uses of the modal verbs can and can't in affirmative, negative and interrogative	-Constructs the sentences with modal verbs: can or can't in affirmative, negative and interrogative
Modal verbs (can/ can't vs could/couldn't)	-To know the difference between the uses of can/ can't and could/couldn't	-Differentiates between the uses of can/ can't and could/couldn't
Have to vs don't have to	-To know the forms and uses of have to and don't have to correctly in affirmative, negative and interrogative sentences -To know the differences in use between have to and don't have to	-Uses have to and don't have to correctly in affirmative, negative and interrogative sentences
- Likes and preferences (would love, would like, would prefer would hate)	-To know the forms and uses required in order to express likes and preferences	-Expresses likes and preferences correctly
Skills Vocabulary	-To know a selection of vocabulary related to skills	-Recognises a selection of vocabulary related to skills
Jobs Vocabulary	-To know a range of vocabulary related to jobs	-Demonstrates knowledge of a range of vocabulary related to jobs
Formal Letter	-To know the adequate structure and expressions to write a formal letter	-Writes a formal letter with the adequate structure and expressions

### Unit 7:

Contents	Evaluation Criteria	Evaluable Learning Standards
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Questions with <i>How</i>	-To know the forms and uses of how questions	-Construct questions with how according to the information given
Future form: will, won't	-To know the structure and uses of the future form will and won't in affirmative, negative and interrogative	-Uses the future form will correctly in affirmative, negative and interrogative
First conditional	-To know the structure and use of the first conditional	-Constructs sentences in the first conditional
Number and Time Vocabulary	-To know a selection of vocabulary related to number and time	-Uses number and time vocabulary correctly
Personality Vocabulary	-To know a range of vocabulary related to personality	-Demonstrates knowledge of a range of vocabulary related to personality
Report	-To know the adequate structure and expressions to write a report about a survey	-Writes a report about a survey using the adequate structure and expressions

### Unit 8:

Contents	Evaluation Criteria	Evaluable Learning Standards
Imperatives	-To know the structure and uses of affirmative and negative imperatives	-Uses affirmative and negative imperatives correctly
Future form: be going to	-To know the structure and uses of the future form be going to be in affirmative, negative and interrogative -To know the structure of short answers to be going to questions	-Conjugates affirmative, negative, interrogative sentence and short answers correctly using the future form be going to
Future forms: Will vs be going to	-To know the differences between the uses of the future forms will and be going to	-Identifies the differences between the future forms will and be going to
Present continuous for future arrangements	-To know the structure and uses of the present continuous for future arrangements in affirmative, negative and interrogative	-Uses the present continuous correctly for future arrangements in affirmative, negative and interrogative
People in Sport Vocabulary	-To know a range of vocabulary about people in sport	-Understands a range of vocabulary about people in sport
Sport collocations	-To know a selection of sports collocations	-Demonstrates knowledge about sport collocations
Preview of an Event	-To know the adequate expressions and structure to write a preview of an event	-Writes a preview of an event using the adequate structure and expressions

## Unit 9:

Contents	Evaluation Criteria	Evaluable Learning Standards
Present perfect	<ul style="list-style-type: none"><li>-To know the structure and uses of the present perfect in affirmative, negative and interrogative</li><li>-To know how to construct short answers in the present perfect</li><li>-To know how to never and ever with the present perfect</li><li>-To know the irregular past participles</li></ul>	<ul style="list-style-type: none"><li>-Conjugates sentences in the present perfect in affirmative, negative and interrogative</li><li>-Uses the correct structure for short answers in the present perfect</li><li>-Recognises how to use never and ever correctly with the present perfect</li><li>-Identifies the irregular past participles</li></ul>
Present perfect vs past simple	<ul style="list-style-type: none"><li>-To know the differences in structure and use between the present perfect and past simple</li></ul>	<ul style="list-style-type: none"><li>-Understands when to use the present perfect or past simple</li></ul>
Injuries Vocabulary	<ul style="list-style-type: none"><li>-To know a range of vocabulary about injuries</li></ul>	<ul style="list-style-type: none"><li>-Demonstrates knowledge of a range of vocabulary about injuries</li></ul>
Article	<ul style="list-style-type: none"><li>-To know the adequate expressions and structure to write an article</li></ul>	<ul style="list-style-type: none"><li>-Writes an article using the adequate expressions and structure</li></ul>