



**Module plan Title: I eat healthy and balanced**

<b>School</b>	<input checked="" type="radio"/> Primary	<input type="radio"/> Middle	<input type="radio"/> High		
<b>Year / Class</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
<b>Subject :</b>	<b>Science</b>		<b>Topic: Healthy eating</b>		
<b>CLIL language</b>	<b>English</b>				

<b>Teacher / Teaching team profile</b>	Teacher's role:	<input checked="" type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	_____
		<input type="radio"/> Other: _____	_____
<b>Teacher / Teaching team profile</b>	Teacher's role:	<input type="radio"/> Main Teacher	Subject taught:
		<input type="radio"/> Co-teacher	_____
		<input type="radio"/> Other: _____	_____

<b>Student group profile (general)</b>	CEFR Level:	<input checked="" type="radio"/> A1	<input type="radio"/> A2	<input type="radio"/> C1
		<input type="radio"/> B1	<input type="radio"/> B2	<input type="radio"/> C2
	<p>This class is new to CLIL and English. They started learning English, Art, ICT and Technology/Science in CLIL in September 2016. They have two hours of English per week and three hours of CLIL.</p>			
	<input type="radio"/> Experiences of CLIL <input type="radio"/> English mother tongue <input checked="" type="radio"/> <b>Other mother tongue</b>	<p><input checked="" type="radio"/> Migrant background. There are a Chinese boy, a Romanian girl and a Macedonian boy. All of them attended school from the first year.</p>		
		<p><input checked="" type="radio"/> Other: a boy who knows English very well. He is practising English at home with Duolingo. He has developed a good level of English. He has started learning on this platform during the 2016 summer holidays.</p>		

<p><b>Timetable fit</b></p>	<p>x Module/Unit o Lesson</p>	<p>Previous lessons:</p> <p>The module/unit described is part of an entire project of 15 hours dedicated to the theme of Healthy Eating. In the previous lessons of this module children learned the vocabulary related to food. They learned how to classify foods in healthy and unhealthy.</p> <p>During the first term they learned basic vocabulary related to colours, animals, days of the week, feelings, school objects and the body.</p> <p>They know and use simple communicative structures:</p> <ul style="list-style-type: none"> <li>- Asking for permission</li> <li>- Asking and answering questions about personal information</li> <li>- Asking and answering: “<i>What is it? It is a/an...</i>”; “<i>What colour is it? It is...</i>” “<i>How many...?</i>”</li> </ul>
		<p>Future lessons:</p> <p>The next lessons and last part of this unit will include a special trip to the local supermarket in order to buy healthy and balanced ingredients and prepare a snack for the break time.</p> <p>There will be a final lesson with a summative assessment sheet, a final self-assessment sheet and an appreciation questionnaire. Next year, this theme can be revised and integrated. As students develop their language competencies we can add more complex descriptions regarding food groups and their nutritional properties.</p>

<p><b>Resources &amp; tools</b></p>	<p>In this unit teacher and student will need: flashcards and realia related to the topic, cardboards, plastic plates and napkins, a big poster named “My food group poster”, food pictures taken from newspapers or magazines, IWB (Interactive whiteboard), NOTEBOOK software, pictures cards of different plates ; worksheets with sentence frames or speaking frames, worksheet for final review and individual work, self assessment sheets.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>Students can classify healthy and unhealthy food.</p>	<p>Students can understand and answer simple questions: “<i>What is it?; How many...? What colour is it...? What can you see?</i>”</p> <p>Students know basic vocabulary related to colours, animals, days of the week, feelings, school objects and the body.</p> <p>They can name and write simple food words.</p> <p>They can formulate simple sentences with present tenses (verb to be to have)</p> <p>They can listen and understand simple questions. (BICS)</p>

<p><b>Learning Outcomes expected for this module</b></p>	<p><b>Cognitive skills:</b>  <i>Most students would be able to:</i></p> <ul style="list-style-type: none"> <li>- classify food into six food groups;</li> <li>- analyse and decide if a plate is balanced, not so balanced or not balanced;</li> <li>- give reasons why the plate is balanced, not so balanced or not balanced.</li> </ul> <p><b>Communicative skills</b>  <i>Most student would be able to:</i></p> <ul style="list-style-type: none"> <li>- say and use names of food;</li> <li>- say and use names of the six food groups;</li> <li>- use simple communicative structures;</li> <li>- say and explain if a plate is balanced, not so balanced or not balanced.</li> </ul> <p><b>Content:</b>  <i>Student would know:</i></p> <ul style="list-style-type: none"> <li>- the six food groups</li> <li>- the difference between a balanced, not so balanced and not balanced plate</li> </ul> <p><b>Culture:</b>  <i>Most student would:</i></p> <ul style="list-style-type: none"> <li>- reflect on their eating habits</li> <li>- identify Italian plates</li> <li>- identify plates of different cultures</li> </ul> <p><b>Attitudes towards learning:</b>  <i>most students would:</i></p> <ul style="list-style-type: none"> <li>- concentrate during activities</li> <li>- collaborate with their partners or groups</li> <li>- work independently</li> </ul>
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	<p><b>Attitudes towards the theme studied:</b> <i>Most students would:</i></p> <ul style="list-style-type: none"><li>- be aware of the importance of eating healthy and balanced</li><li>- be able to make balanced choices</li><li>- modify their eating habits.</li></ul>
<p><b>Methodology</b></p>	<p>In order to motivate students and create a positive and welcoming atmosphere the teacher will engage students in storytelling or games. Lessons are planned around three moments: the presentation stage or warm up where prior knowledge is activated and/or new topics/aspects are presented. The practice stage where children can manipulate the target language and content knowledge and check their understandings in more or less guided and supported activities. The production stage where students can manipulate and use what they learned and check their understandings in a less guided context.</p> <p>Children will be active learners and they will be involved in pair works, group works and individual tasks in order to encourage them to collaborate (pair works and group works) and think about and evaluate their learning processes (individual work).</p> <p>The 4Cs will be taken into consideration. A special attention is given to Communication as this class is new to CLIL and English and they need to fix the pronunciation in order to avoid interferences between the written form and the oral one. This is why students are often involved in different speaking and interacting activities.</p> <p>Scaffolding is used to support speaking and the interaction among students or with the teacher. More or less scaffolding is given to the students according to their level of understanding and production.</p> <p>Questioning, monitoring and reviewing strategies are often used to check children's understanding, progress and thinking processes or speaking competences.</p>

n. of lesson	Lesson main aims + activities	Language skills	Materials	Interaction	Main procedures	Timing	Assessment
1.	<p>Learners will</p> <p><b>know and say</b> the names of the six food groups</p> <p><b>classify</b> food into six food groups (initially associated with animal puppets)</p>	<p>listening skills</p> <p>speaking skills</p>	<p>Realia: a tablecloth, real food or food packages, food pictures, pictures-puppets</p>	<p>Whole class</p>	<p><b>Warm up – Presentation stage</b></p> <p>The teacher prepares the classroom setting. She moves desks and chairs to form groups and she puts a tablecloth in the centre of the classroom. The teacher greets students and asks students to make a semi-circle:</p> <p><i>“Good morning children? How are you today? Today it is a special day...Make a semi-circle please!</i></p> <p><i>Today I am going to tell you a special story. This story is called: A special picnic”</i></p> <p><i>Silence time please...</i></p> <p><i>Now when you hear the triangle sound I will start....</i></p> <p><i>When you hear a maraca sound you will repeat what I said ok?</i></p> <p><i>Ready? Let’s try first..”</i></p> <p>The teacher plays the maracas and the students repeat what she said.</p> <p>The teacher tells the story with realia, flashcards and picture-puppets. Students listen to the story and react to different sounds.</p>	<p>5 minutes (introduction)</p> <p>15 minutes (storytelling)</p>	<p>The teacher will assess with ongoing observations.</p> <p>Listening, speaking and interacting skills are the main focus of assessment.</p>

			<p>Word cards for: grains, vegetables, fruit, proteins, dairy products and fats. Realia and food picture cards.</p>	<p>Whole class + individual work</p>	<p><b>Practice stage</b></p> <p>Once the story is finished the teacher says: <i>“Now I ask you to put each food item or picture next to the animal puppet.”</i> She reminds students that each animal likes a special food group and she puts a word card with the name of the food group under the puppet. Then, the teacher asks questions: <i>“Who has got the banana? Who has got carrots?”</i></p> <p>Students put the picture cards or realia under the picture-puppet and answer the question by saying the animal name. There are six animals in the story: Charlie Cat, Maggie Marmot, Rudy Roe deer, Bobby Bear, Scotty Squirrel and Frankie Fox.</p>	<p>15 minutes</p>	<p>She will assess if the students can name food words, remember and classify food pictures into six food groups (associated to animal puppets)</p>
			<p><a href="#">Worksheet 1</a>, scissors, pencil, coloured pencils, ruler.</p>	<p>Individual work</p>	<p><b>Production stage</b></p> <p>Students and teacher sit in circle on the floor. The teacher explains the following activity. <i>“Now I would like you to complete these flip flaps.”</i> The teacher demonstrates what they have to do while she is explaining. <i>“So, look at the shapes you can see on this paper...How many shapes can you see? What can you see on the flaps? Yes, food names. What can you see at the bottom? Yes, six animals. Ok! Now you are going to cut out this</i></p>	<p>15 minutes</p>	<p>The teacher will monitor the activity going round the class and taking notes. Can students remember the food group associated with a particular character.</p>

					<p><i>shape this way...look at me...and then with the ruler you can fold along this dashed lines. Then you cut out the animals and the expression and you stick it in the correct shape and finally you have to draw the food that each animal has got in his/her basket. Ok? Can anyone repeat what are we going to do know?"</i></p> <p>Students interact with the teacher, answer questions, create the flip flaps, stick animals and expressions in the correct part and draw food pictures on the correct flap.</p> <p>The teacher asks children to take places, she gives out the photocopies and she asks students to start.</p>		
2.	<p>Learners will:</p> <p><b>say and use</b> food words</p> <p><b>know and consolidate</b> the concept of food group.</p> <p><b>know and consolidate</b> names of the six food groups</p>	speaking skills	<p>Realia: food and food packages.</p> <p>Food pictures</p> <p>A basket</p>	Whole class	<p><b>Warm up – presentation stage</b></p> <p>The teacher asks students to sit in circle all around the table cloth. She puts the basket in the centre and she asks learners to take out the correct item/picture.</p> <p><i>“So boys and girls can you sit in circle please? Ok, today we are going to revise the food vocabulary. Now I will ask you to take out one of these foods or pictures and then to put it on the table-cloth. When you put the food on the table cloth repeat its name please”.</i></p>	15 minutes	<p>+</p> <p>The warm up activity helps the teacher to asses if learners can recognise and associate food pictures to food words and use simple communicative structures.</p> <p><i>It is/ They are...</i></p>

	<p><b>classify</b> food into different food groups.</p>		<p>Picture puppets and food pictures or items.</p>	<p>Pair work</p>	<p>Students take out food or food pictures and repeat the name of that food.</p> <p><b>Practice stage</b>  Once all the food and pictures are in the centre of the table cloth the teacher presents the second activity. <i>“Ok, now we are going to work in pairs. You will go back to your desk and I will give you the animal picture-puppet. When I say go, you can go to the table cloth and collect all the food this animal has got in his/her basket”</i>. Think to the story. The teacher demonstrates the activity. <i>When I say stop you come back to your desk and we check if you have got the right food. Do you understand? Can anyone tell me what are we going to do now? Step by step please”</i>.  A student explains the activity in L1. Students listen to the instructions, collect food from the centre and say what they have on their desk.</p> <p><b>Production stage</b>  The teacher presents the third activity. <i>“Now I would like you to present what your animal has got in his/her basket and tell me what food group is it. When I call your animal name and I ask what has he/she got in his/her basket you will answer.”</i>  The teacher writes on the blackboard</p>	<p>10 minutes</p>	<p>The second activity helps the teacher to check if students can remember and classify food in six groups.</p>
			<p>Sentence starters to support the speaking activity:  “IN MY BASKET...I HAVE.... (FOOD)</p>	<p>Pair work</p>		<p>5 minutes + 15 minutes</p>	<p>During the third activity the teachers will monitor and assess the ongoing development of students speaking skills as well as their knowledge of food words.</p>

			<p>I HAVE .....(FOOD GROUP)”</p> <p>Blackboard</p>		<p>the sentence starter:</p> <ul style="list-style-type: none"> <li>- <i>In my basket I have...</i> + food names</li> <li>- <i>I have + ...</i> (food group name)</li> </ul> <p>The teacher models the activity with a student. The teacher gives students five minutes to prepare their presentations.</p> <p>Students, in pairs, prepare the presentation and say what the animal has got in his/her basket (1<sup>st</sup> person sing.) and the corresponding food group.</p>		
3.	<p>Learners will:</p> <p><b>know</b> names of the six food groups</p> <p><b>say and use</b> food words.</p> <p><b>say and use</b> the names of six food groups</p> <p><b>classify</b> food into six food groups</p> <p><b>examine</b> the relationship</p>	speaking skills	<p>My food group poster</p> <p>Picture cards</p> <p>Word cards</p>	Whole class	<p><b>Warm up - presentation stage</b></p> <p>The teacher asks students to sit in circle all around the poster. She asks questions about the poster: “<i>What can you see in this poster?</i>”</p> <p>The teacher repeats in LS what students said in L1: “<i>Yes, a fork, a spoon, a knife and a plate.</i>”</p> <p><i>Look at the plate. How many parts can you see?</i></p> <p><i>Ok now, if I tell you that this big part can be divided into two smaller and similar groups. How many parts do we have now?</i></p> <p><i>Perfect! Why do we have six parts?</i></p> <p><i>Yes, we have six characters so</i></p>	10 minutes	The teacher considers students' thinking skills.



			poster and word cards	Whole class	<p>Once all the groups have presented their ideas, the teacher asks them to sit in circle all around the big poster. She helps them reflecting on different sizes of the parts using gestures and pictures: <i>“So imagine that the big parts mean: “Eat a lot of this food”, and the medium parts mean: “Eat some of this food” and the small part means “Eat just a little of this food”.</i></p> <p><i>How can we divide the food groups now?</i></p> <p><i>What food group belongs to this part?</i></p> <p><i>What food groups belong to the medium parts? What food group belongs to the small part?”</i></p> <p>Students answer questions.</p> <p>The teacher asks some students to put word cards of food groups in the right space on the poster.</p>	10 minutes	
			poster and pictures of different foods taken from newspapers or magazines. <a href="#">Sentence substitution table</a> to support the speaking task.	Pair work	<p><b>Production stage</b></p> <p>The teacher asks students to work in pairs. She asks each pair to take out the food picture they found on magazines or newspapers.</p> <p>Then she tells students to decide what food group these pictures belong to. Once the students have finished, the teacher asks each pair to come out and</p>	15 minutes	<p>The teacher will monitor if students can classify food into the six main food groups.</p> <p>She will monitor if they can correctly use communicative structures.</p>

			IWB		stick the picture in the correct space. While they stick it, they should say the picture belongs to. To support the speaking part the teacher projects them a sentence substitution table on the IWB.		
4.	<p>Learners will:</p> <p><b>describe</b> a plate using simple sentences.</p> <p><b>classify</b> different plates according to a specific criteria.</p> <p><b>reason</b> on different plate compositions.</p>		<p>My” food group poster” (on the blackboard).</p> <p>Picture card of traffic lights + word cards.</p> <p>IWB + NOTEBOOK software</p>	Whole class	<p><b>Warm up - Presentation stage</b></p> <p>The teacher sticks the poster on the blackboard and turns the IWB on. She explains: <i>“The poster shows you six food groups and helps you understanding if a plate is balanced, not so balanced or not balanced. What does balanced mean?”</i></p> <p>Students try to answer in L1 and the teacher guides them using gestures and pictures to support their thinking process.</p> <p>The teacher projects three different cards with three different expressions (this plate is balanced-this plate is not so balanced and this plate is not balanced) and a picture card with a traffic light on the IWB (NOTEBOOK software). She asks students to match the expressions to the correct colour on the traffic light.</p> <p>Students think and match on the IWB. The next slide, she asks students to match the expressions with three</p>	<p>10 minutes</p> <p>10 minutes</p>	The teacher monitors student thinking skills and participation.

			<p><a href="#">Reference table</a> picture cards of plates.</p>	Pair work	<p>pictures of plates with different food. Students come to the IWB and match these expressions to the correct plate.</p> <p><b>Practice stage</b></p> <p>The teacher asks students: “<i>How can we decide if a plate is balanced, not so balanced or not balanced?</i>”</p> <p>It is important to consider the six food groups and the importance of these food groups. We need a lot of grains, fruit and vegetables, some proteins or dairy products and little fats in our plate!</p> <p>The teacher gives students a reference table they can use to identify a balanced, not so balanced or not balanced plate.</p> <p>Then she asks students to work in pairs. She gives each pair a set of plate cards and asks the students to decide if the plates they have are balanced or not. Students work in pairs. Students describe their plates to the teacher while she moves around the classroom.</p> <p><b>Production stage</b></p>	15 minutes	The teacher monitors the activity and takes notes on thinking and speaking skills.
			<p><a href="#">worksheet 2</a> Labelling and matching exercises</p>	Individual work	<p>In the last part of the lesson the teacher gives students a worksheet to revise what they did. She shows the photocopy and explains the different exercises.</p>	10/15 minutes	The teacher will monitor and then check their worksheets.

					<p>In the first exercise students label the section with the correct food group name. In the second exercise they colour or circle the food with the correct colour. The six food groups have different colours.</p> <p>In the third exercise students analyse the plates and match them to the correct expression.</p> <p>In the last exercise they draw their favourite balanced and not balanced plate.</p> <p>Students work individually on these sheet. They can ask questions and look in their exercise book for help.</p>		
5.	<p>Learners will:</p> <p><b>label</b> food pictures with food names</p> <p><b>classify</b> food pictures into six food groups</p>	listening and speaking skills	<p>A large cardboard for each student coloured A4 sheets glue, scissors, coloured felt-tip pens, plastic plates, napkins</p> <p>Pictures of different foods, prepared in advance by the teacher</p>	Whole class + individual work	<p><b>Warm up - presentation stage</b></p> <p>The teacher greets students and asks them to sit in circle. She explains what they are going to do: <i>“Today we are going to prepare a lap-book. This is my lap-book. It will help you plan healthy and balanced plates”</i></p> <p>The teacher shows children six different colours and asks: <i>“Why do we have six colours?”</i></p> <p>Students answer questions.</p> <p>Once they discovered that there are six colours for six food groups the teacher shows them how to create envelopes. She explains and demonstrates how to</p>	30 minutes	Formative assessment of thinking and practical skills.

				<p>cut and fold paper to get an envelope. The teacher shows where they can stick the envelopes. <i>“When you have prepared all the six envelopes you stick them on the two sides of this lap-book”</i>.</p> <p><i>“When you have finished you ask me: “Miss Can I have the pictures please?” I give you this worksheet and you can cut and stick the food pictures on the correct coloured paper. Once you have finished you cut these pictures again and you can put the pictures in the right envelope.”</i></p> <p>Students prepare the six envelopes and classify pictures in the right food group using a colour-coded system.</p> <p><b>Practice stage</b></p> <p>When this work is finished, students came back to the centre and sit in circle. The teacher shows a plastic paper and she asks students to divide this plate in four parts using a marker. Then she shows students a set of sticky labels and she asks them which food groups can they write on these labels according to the information given in the table reference the previous lesson. Students think and get to the answer guided by the teacher. The teacher demonstrates how to write on this labels and how they can stick</p>	20 minutes	
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				individual work	<p>them on the plate. She asks students to draw a fork, a spoon and a knife. When they have finished she helps them to stick the napkin, the plate, the fork, the spoon and the knife in the centre of the lap-book.</p> <p><b>Production stage / Homework</b></p> <p>The teacher asks students to write the name of the right food group on the envelope and the title: "I eat healthy - I eat balanced" outside on their lap-book.</p>	10 minutes	
6.	<p>Learners will:</p> <p><b>answer</b> simple or more complex questions;</p> <p><b>identify</b> plates of different cultures;</p> <p><b>categorise</b> plates into healthy plates or unhealthy plates;</p> <p><b>classify</b> food into six food groups;</p> <p><b>analyse</b> and <b>decide</b> if a plate is balanced or not</p> <p><b>think</b> and <b>give</b></p>	<p>listening skills</p> <p>speaking skills</p>	<p>The teacher prepares the pictures of traditional dishes from different countries in advance</p> <p><a href="#">Speaking frame (group work)</a></p>	Whole class + group work	<p><b>Warm up – presentation stage</b></p> <p>The teacher asks students to create four groups of four. Then she asks them to come and sit in the centre. She says: "<i>Today we are going to work in groups. Each group will receive a traditional plate of a particular country. So for example I can give you an Italian plate, a Spanish or English plate and so on and so forth... and then I ask you to answer to four questions. There is a question each, so you should decide who is going to answer that question in your group.</i>"</p> <p>The first question is: "Is this an Italian, English, Spanish or German plate?" The second question is: "Is your plate healthy or unhealthy?"</p>	20 minutes	<p>The teacher monitors and observes childrens' collaboration and speaking competences (accuracy, fluency, and pronunciation).</p> <p>The teacher will check the listening table.</p>

<p><b>reasons</b> why the plate is balanced/not so balanced or not balanced.</p>			<p><a href="#">Listening table</a></p>	<p>Whole class (listen and tick correct answers) + Group work (answering questions)</p>	<p>The third question is: “Is your plate balanced?” and the last question is: “Why...?”.</p> <p><i>“To answer these question I give you these speaking frame so you can prepare your answers. Now we will have a look at these speaking frame and make examples.”</i></p> <p>Teacher and students read and analyse the speaking frame. The teacher says: <i>“Let’s make a demonstration. Are you ready?”</i> Students and teacher make demonstration.</p> <p>The teacher creates four groups (mixed ability groups) and gives a picture each. Students sit in groups of four. They decide who is going to answer a particular question and then they discuss together and prepare their answers.</p> <p><b>Practice stage</b></p> <p>The first group presents the food plate they have analysed. The teacher shows the plate on the IWB. The teacher asks the four questions to the first group. The other groups should listen, complete the table and say if they agree or not. The teacher asks a student if he wants to ask the four questions to the second</p>	<p>20 minutes</p>	
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					<p>group. While a group is presenting the others will complete a listening table. Once all the groups have finished their presentation the teacher asks them to come to the centre of the class and sit in circle.</p> <p><b>Production stage/ Homework</b></p> <p>Students complete the listening tables drawing the traditional plate and writing its names (e.g. fish and chips, spaghetti with tomato sauce....) The teacher asks students to prepare a personal plate for the next lesson. <i>“Boys and girls, for Homework I ask you to prepare a balanced, not so balanced or not balanced plate. You can draw, cut out pictures from magazines or newspapers but I would like you to prepare a plate. Next time you will work on that”</i></p>	10 minutes	
7.	<p>Learners will:</p> <p><b>classify</b> food into six food groups;</p> <p><b>analyse</b> and <b>decide</b> if a plate is balanced or not</p>	speaking skills	lap-book and <a href="#">Speaking frame (give reasons)</a>	pair work	<p><b>Presentation stage</b></p> <p>The teacher asks students to work in pairs. She says: <i>“Now we are going to work in pairs with your lap-book. So you can take out your personal lap-book and try to create a personal plate. Put the pictures you have in your envelopes in the correct space on your plate. Once you have prepared the plate</i></p>	10 minutes	The teacher will monitor and assess children’s speaking skills (accuracy, fluency and pronunciation)

	<p><b>create</b> balanced, not so balanced and not balanced plates</p> <p><b>give reasons</b> why the plate is balanced, not so balanced or not balanced.</p>		<p><a href="#">Self-assessment sheet</a></p>	<p><i>you can ask your partner to answer this question: -Is your plate balanced?- you can use this reference table".</i> The teacher shows and explains how to use the table. Teacher with a student demonstrate how to use the reference table.</p> <p>Students take out the lap-book, sit on their desk in pairs and take turn in asking and answering questions.</p> <p><b>Practice stage</b></p> <p>Once they had time to practice with the speaking frame given, the teacher asks these pairs to take out their homework. Children take out the plates they have prepared and the teacher ask them to prepare a presentation on this plate. Students ask each other the question: "Is your plate balanced?" and the partner will answer using the speaking frame as reference for the speaking exercise.</p> <p><b>Production stage</b></p> <p>Pairs take turns and present their mini-dialogue to the class. Each student assess his/her speaking competence. The teacher gives a feedback to the self- assessment.</p>	<p>15 minutes</p> <p>15 minutes</p>	<p>Children self-assess their speaking competence. The teacher will give a feedback to this self-assessment.</p>
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