

Time of implementation: February (2020) Units 10,11,12

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<b>Unit 10</b> <b>Are there any lentils?</b>	- use clues (pictures) to understand new or unfamiliar words when listening  -use reading strategies to understand simple reading material - Distinguish cause and effect in simple reading materials	<b>Structure</b> Countable and uncountable nouns:There is some rice. The infinitive of purpose: Can you go to the market to buy lentils?	<b>Functions</b> Functions: Expressing likes about food, acquiring awareness of kinds of food	<b>- Direct instruction.</b> ( Work book ; Exercises ; Flash cards )  <b>Brainstorming</b> <b>Mind mapping</b> <b>-Group work</b> ( Discussion ; Interview ; Pair work )  <b>- Activity based learning</b> (Discussion in Groups ; oral presentations	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with..   Challenges.....   Suggestions for Improvement.....
		<b>Pronunciation</b> The sound /b/: butter, rubber, cupboard	<b>New vocabulary</b> butter, cupboard, flour, herbs, lettuce, onions, pepper, plate, salt, sauce,		<b>Project:</b>		
<b>Unit 11</b> <b>The meal tastes delicious!</b>	- Pronounce short, simple English words correctly •Respond to questions before, during and after listening Participate in simple classroom exchanges .	<b>Structure Imperatives with adverbs of order. Sense verbs with adjectives.</b>	<b>Functions</b> giving instructions for a recipe, expressing opinion about food, demonstrating appreciation of rhymes in English		-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation		
		<b>Pronunciation</b> The sound /u:/ food, blue, June	<b>Vocabulary</b> bowl, cut , everyone, farmer, feel , finally, first (adv), frying pan, keep, mix		<b>Song:</b> <b>Mum, can we help you cook?</b>		

**Time of implementation: March (2020) Units ,13,14,15**

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<b>Unit 12</b>  Why is Kareem excited ?	use clues (pictures and flashcards) to understand new or unfamiliar words when listening use reading strategies to understand simple reading material Distinguish cause and effect in simple reading material	<b>Structure</b> <b>Asking and answering questions using <i>Why?</i> and <i>because:</i></b> <i>Why is Kareem excited? He's excited because we're going to the Shaumari</i>	<b>Functions</b> Giving reasons for actions, sharing information about reasons of feelings, showing appreciation for the value of Jordanian symbols	<b>- Direct instruction.</b> ( Work book ; Exercises ; Flash cards ) <b>Brainstorming</b> <b>Mind mapping</b> <b>-Group work</b> ( Discussion ; Interview ; Pair work ) <b>- Activity based learning</b> (Discussion in Groups ; oral presentations	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with..   Challenges.....   Suggestions for Improvement.....
		<b>Pronunciation</b> The sound /ɔ:/: <i>Jordan, sauce, walk</i>	<b>New vocabulary</b> ,Arabian oryx,because, cut down,early ,hunt (v), iris, national,nature reserve, ostrich, point		<b>Project:</b>		
<b>Unit 13</b>  Review	Demonstrate understanding of spoken words in simple instructions, exchanges and presentations. Use reading strategies to understand simple reading material – a text giving instructions. Speak clearly with a reasonable speed and volume	<b>Structure</b> <b>-Imperatives with adverbs of order</b> <b>-The infinitive of purpose</b> <b>Countable and uncountable nouns</b> <b>-Sense verbs with adjectives:</b>	<b>Functions</b> Naming objects, giving instructions for drawing the Jordanian flag, planning and presenting recipes, showing appreciation of the value of the Jordanian culture		-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation		
		<b>Pronunciation</b> Revision of previous sounds	<b>Vocabulary</b> Revision of vocabulary taught in units 10–12		<b>Project:</b>  Write a recipe card		

Time of implementation: March (2020) Units ,13,14,15

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<b>Unit 14</b>  You should play sports	participate in simple classroom exchanges• demonstrate recognition of word formation• use reading strategies to understand simple reading material Demonstrate understanding of spoken words in simple instructions, exchanges and presentations	<b>Structure</b> The modal verb should (affirmative and negative) for advice: -Linking conjunctions so and because to indicate cause and effect	<b>Functions</b> showing appreciation of the value of sports, giving advice for good health, sharing information about oneself, identifying cause and effect	<b>- Direct instruction.</b> ( Work book ; Exercises ; Flash cards ) <b>Brainstorming</b> <b>Mind mapping</b> <b>-Group work</b> ( Discussion ; Interview ; Pair work ) <b>- Activity based learning</b> (Discussion in Groups ; oral presentations	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with..
		<b>Pronunciation</b> <b>The sound/z/:</b> <b>zoo, fizzy, clothes, exercise</b>	<b>New vocabulary</b> energy, exercise , fizzy drink, hard, health, heart, late, muscle, Olympic Games		<b>Project:</b>		Challenges.....
<b>Unit 15</b>  There was a great celebration	Use clues (pictures, flashcards) to understand new or unfamiliar words when listening. Pronounce short, simple English words correctly.	<b>Structure</b> The past simple tense of the verb to be with there The past continuous (third person form):	<b>Functions</b> Identifying pictures correctly, showing appreciation of the value of Independence Day, sharing information about one's experiences, showing appreciation of rhymes in English		-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation		Suggestions for Improvement.....
		<b>Pronunciation</b> The sound /n/: national , tennis,knock ,	<b>Vocabulary</b> band, become, carefully, celebrate, celebration, crowd (n), display.		<b>Song:</b> Oh, what fun! Oh, what fun!		

Time of implementation: April (2020) Units 16,17,18

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<b>UNIT 16</b>  Life will be different	Use context and visual clues (flashcards) to predict or identify meaning of unfamiliar words• Use reading strategies to understand simple reading material follow simple oral instructions	<b>Structure</b> The modal verb will to make predictions: I think that life will be different in a hundred years	<b>Functions</b> Sharing information about future career, comparing life in the past and in the future, giving opinion about others' plans, acquiring awareness of the differences of life in the past and the future	- <b>Direct instruction.</b> ( Work book ; Exercises ; Flash cards ) <b>Brainstorming</b> <b>Mind mapping</b> <b>-Group work</b> ( Discussion ; Interview ; Pair work ) - <b>Activity based learning</b> (Discussion in Groups ; oral presentations	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	- Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with..   Challenges.....   Suggestions for Improvement.....
		<b>Pronunciation</b> <b>The sound /aɪ/:</b> <b>firefighter, bike, climb</b>	<b>New vocabulary</b> architect, astronaut, design (v), discover, floor, future, grow up, invent, office, road, skyscraper, space (room)		<b>Project:</b>		
<b>Unit 17</b>  Have you ever climbed a mountain?	Use clues (pictures, flashcards) to understand new or unfamiliar words when listening • Pronounce short, simple English words correctly Participate in simple classroom exchanges	<b>Structure</b> <b>The present perfect tense (questions and short answers):</b> Have you ever climbed Jabal Um Addami? Yes, I have./No, I haven't	<b>Functions</b> Sharing information about oneself, showing appreciation of the value of Jordanian sites		-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation		
		<b>Pronunciation</b> The sound /ʌ /: country, hundred, mother	<b>Vocabulary</b> lake, land (n), low (adj), north-east, place (n), port, salty, seed (n)		<b>Song:</b> Have you ever climbed a mountain?		

**Time of implementation: April (2020) Units 18**

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment	
Unit 18	Use clues (pictures) to understand new or unfamiliar words when listening • Participate in simple classroom exchanges • Respond to questions before, during and after listening • Use words and short sentences to participate in short, simple exchanges se context and visual clues to predict or identify meaning of unfamiliar words	<u>Structure</u> *The present perfect tenses. *The modal verb will to make predictions *The past simple tense of the verb to be *There is/are and There was/were *Linking conjunctions	<u>Functions</u> Acquiring respect for others, showing appreciation of the value of good health, expressing opinion about future career	<b>- Direct instruction.</b> ( Work book ; Exercises ; Flash cards ) <b>Brainstorming</b> <b>Mind mapping</b> <b>-Group work</b> ( Discussion ; Interview ; Pair work ) <b>- Activity based learning</b> (Discussion in Groups ; oral presentations	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with..	
Review		<u>Pronunciation</u> Revision of the sounds	<u>New vocabulary</u> Revision of vocabulary taught in units 14–17		<b>Project:</b> <b>When I grow up</b>		Challenges.....	
								Suggestions for Improvement.....

