

TEACHER :

SECOND SEMESTER ANNUAL PLAN (2019 / 2020)

CLASS (2) SECTION/S ()

Time of implementation: February (2020) / Units 9,10,

Unit	Outcomes	Structure & Pronunciation	Functions & vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
9 How many are there?	To count up to 21 To ask and answer short simple questions To respond in short, simple guided exchanges To match simple words with their printed	Structure Present simple questions and answers: There is/There are Polite requests and responses	Functions -Making and responding to polite requests; -Identifying and counting using numbers	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games)	Project: <i>Make a number game</i>	-Performance Based Assessment - Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with.. -Challenges..... -Suggestions for Improvement.....
10 What time is it?	To show understanding of new words To ask and answer short simple questions To recognise simple words and phrases related to time To ask and answer short simple questions To recognise the sounds	Structure Wh- question and the verb be Present simple questions and statements	Functions -Telling the time; describing daily routines; Identifying lettersounds; -Singing a song.		Song: <i>The clock says five ...</i>			
		Pronunciation The letter sounds c, f, o	Vocabulary cake; fig; numbers 11-21; nut; olive;					
		Pronunciation The letter sounds d, v, w	vocabulary dates; get up; go to bed; go to school; half past;					

Time of implementation: March (2020) / Units 11,12,13,

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
11 What does he look like?	To ask and respond to short simple questions about colours using short sentences To recognise the sounds of letters (g, l) To use learned basic words to describe something in a picture	<u>Structure</u> Wh- question What does your uncle look like, Mazen? The verbs have got with descriptive adjectives I've got short hair.	<u>Functions</u> Asking and answering short simple questions; describing oneself and others; recognising letter sounds singing song.	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games)	Song: <i>What do you look like?</i>	-Performance Based Assessment - Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with.. -Challenges..... -Suggestions for Improvement.....
		<u>Pronunciation</u> The letter sounds g, l	<u>Vocabulary</u> brown; grey; long; short; tall.					
12 Review	To revise language from previous units To sing a short simple song To recognise learned simple words To use simple adjectives to describe people	<u>Structure</u> Present simple short questions and answers The verbs have got with descriptive adjectives <u>Pronunciation</u> Revision of letter sounds Project	<u>Functions</u> Asking and answering short simple questions; offering help; <u>vocabulary</u> (have) breakfast; brown; brush teeth; cake; fig;get up; go to bed;go to school; grey		Project: <i>Draw and describe yourself</i>			

Time of implementation: April (2020) / Units 14, 15,16

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
13 This is a present for you	To respond in short, simple guided exchanges To use flashcards to understand new words when listening To use pictures to make a simple dialogue with a partner To ask and answer short simple questions	Structure Demonstrative pronouns: <i>this/ these</i> <i>This is a present</i>	Functions Participating in short, simple guided exchanges; responding politely;	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games)	Song: Here is a present. It's for you! ?	-Performance Based Assessment - Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with.. -Challenges..... -Suggestions for Improvement.....
		Object pronouns: <i>me/you/him/her/them</i>	Vocabulary . book; football; hat; notebook; present; pyjamas;					
14 I like playing tennis	To use flashcards to understand new words when listening To ask and answer short simple questions about likes and dislikes To make connections between illustrations and simple written material	Structure Present simple short questions and answers <i>Do you like playing tennis, Mazen?</i> <i>Yes, I do./No, I don't.</i>	Functions Asking and answering short simple questions; stating personal likes and dislikes;		Project: <i>Ask and answer</i>			
		Pronunciation The letter sounds s, e	vocabulary cooking; cycling; painting; playing football; reading;					

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
15 How do you spell it?	To use pictures to understand new words when listening To pronounce the letters of the alphabet Correctly To match simple words with their printed form	Structure Present simple short questions and answers <i>How do you spell it?</i>	Functions Asking and answering short simple questions; using the letter names of the alphabet to spell	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations ; Games)	Song: <i>Let's sing the alphabet.</i>	-Performance Based Assessment - Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	- I feel content with.. -Challenges..... -Suggestions for Improvement.....
		Pronunciation The alphabet a-z	Vocabulary alphabet; letter; right; surname; their; wrong.					
16 Review	To ask and answer short simple questions To use short simple sentences To pronounce the letters of the alphabet Correctly To use learned words to describe something in a picture	Structure Demonstrative pronouns: <i>this/ These</i> Object pronouns: <i>me/you/him/ her/them</i> Present simple short questions and answers	Functions Asking and answering short simple questions; describing personal likes and dislikes		Project: <i>Make a family tree</i>			
		Pronunciation Revision of letter sounds and names	vocabulary cooking; cycling; football; hat; letter; painting; playing football;					