

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	<b>Structure</b> Present simple questions and answers: There is/There are Polite requests and responses	<b>Functions</b> -Making and responding to polite requests; -Identifying and counting using numbers	- Direct instruction. ( Work book ; Exercises ; Flash cards ) <b>Brainstorming</b> <b>Mind mapping</b> -Group work ( Discussion ; Interview ; Pair work ) - Activity based learning (Discussion in Groups ; oral presentations ; Games)	<b>Project:</b> <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..
		<b>Pronunciation</b> The letter sounds <b>c, f, o</b>	<b>Vocabulary</b> cake; fig; numbers 11-21; nut; olive;					-Challenges.....
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	<b>Structure</b> <i>Wh-</i> question and the verb <i>be</i> Present simple short questions and statements	<b>Functions</b> -Telling the time; describing daily routines; Identifying lettersounds; -Singing a song.	- Activity based learning (Discussion in Groups ; oral presentations ; Games)	<b>Song:</b> <i>The clock says five ...</i>	- Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	-Suggestions for Improvement.....
		<b>Pronunciation</b> The letter sounds <b>d, v, w</b>	<b>vocabulary</b> 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	<b>Structure</b> Wh- question What does your uncle look like, Mazen? The verbs have got with descriptive adjectives I've got short hair.	<b>Functions</b> Asking and answering short simple questions; describing oneself and others; recognising letter sounds singing song.	<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 ; Games)	<b>Song:</b> <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..
		<b>Pronunciation</b> The letter sounds <b>g, l</b>	<b>Vocabulary</b> brown; grey; long; short; tall.					-Challenges.....
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	<b>Structure</b> Present simple short questions and answers The verbs have got with descriptive adjectives	<b>Functions</b> Asking and answering short simple questions; offering help;	<b>- Activity based learning</b> (Discussion in Groups ; oral presentations ; Games)	<b>Project:</b> <i>Draw and describe yourself</i>	- Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	-Suggestions for Improvement.....
		<b>Pronunciation</b> Revision of letter sounds <b>Project</b>	<b>vocabulary</b> (have) breakfast; brown; brush teeth; cake; fig; get up; go to bed; go to school; grey					

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	<b>Structure</b> <b>Demonstrative pronouns:</b> <i>this/ these</i> <i>This is a present</i>	<b>Functions</b> Participating in short, simple guided exchanges; responding politely;	- <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 ; Games)	<b>Song:</b> 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..
		<b>Object pronouns:</b> <i>me/you/him/her/them</i>	<b>Vocabulary</b> . book; football; hat; notebook; present; pyjamas;					-Challenges.....
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	<b>Structure</b> <b>Present simple short questions and answers</b> <i>Do you like playing tennis, Mazen?</i> <i>Yes, I do./No, I don't.</i>	<b>Functions</b> Asking and answering short simple questions; stating personal likes and dislikes;	- <b>Activity based learning</b> (Discussion in Groups ; oral presentations ; Games)	<b>Project:</b> <i>Ask and answer</i>	- Pencil and paper -Communication -Observation	-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship	-Suggestions for Improvement.....
		<b>Pronunciation</b> The letter sounds <b>s, e</b>	<b>vocabulary</b> 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	<b>Structure</b> <b>Present simple short questions and answers</b> <i>How do you spell it?</i>	<b>Functions</b> Asking and answering short simple questions; using the letter names of the alphabet to spell	<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 ; Games)	<b>Song:</b> <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.....
		<b>Pronunciation</b> The alphabet <b>a-z</b>	<b>Vocabulary</b> 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	<b>Structure</b> <b>Demonstrative pronouns:</b> <i>this/ These</i> <b>Object pronouns:</b> <i>me/you/him/ her/them</i> <b>Present simple short questions and answers</b>	<b>Functions</b> Asking and answering short simple questions; describing personal likes and dislikes		<b>Project:</b> <i>Make a family tree</i>			
		<b>Pronunciation</b> Revision of letter sounds and names	<b>vocabulary</b> cooking; cycling; football; hat; letter; painting; playing football;					