

TEACHER : SECOND SEMESTER ANNUAL PLAN (2019 / 2020) CLASS (3) 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
Unit 9 There is a big museum	To use picture clues to make predictions about the content of reading material To participate in acting out a story To say two-syllable words with the correct stress	<u>Structure</u> The present simple with to be <i>There is/are</i>: <i>There is a very big museum.</i> <u>Prepositions of place</u> <u>Pronunciation</u> The sound /el/ <i>train station, plane</i>	<u>Functions</u> Talking about towns and cities; expressing location; Talking about history <u>Vocabulary</u> building, city, hill, hotel, market, next museum, Roman,	Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations	Project: Make a poster about your town or city	-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.....
Unit 10 You must sit down	To respond to short, simple questions before and after listening To use flashcards to identify new or unfamiliar words and their meaning when listening To pronounce short English learned words and sentences correctly	<u>Structure</u> The modal verb <i>must</i> for obligation: <i>You must drink a lot of water.</i> <u>Pronunciation</u> The sound /aU/ <i>shout, mountain</i>	<u>Functions</u> Expressing obligation; asking and answering questions; describing a picture <u>Vocabulary</u> a lot of, do homework drink forget guide mountain		Project: Write a timetable			

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

Unit 11 Is the cat jumping ?	<p>To respond to short, simple questions before and after listening</p> <p>To learn new words through direct instruction and assigned, independent language exercises and activities</p>	<u>Structure</u> The present continuous: Is it sitting in the tree? Yes, it is./No, it isn't.	<u>Functions</u> Asking and answering questions; identifying animals; talking about a nature reserve; appreciating nature	<p>Direct instruction. (Work book ; Exercises ; Flash cards)</p> <p>Brainstorming</p> <p>Mind mapping</p> <p>-Group work (Discussion ; Interview ; Pair work)</p> <p>- Activity based learning (Discussion in Groups ; oral presentations</p>	<p>Song: Are you listening to the guide?</p>	<p>-Performance Based Assessment</p> <p>- Pencil and paper</p> <p>-Communication</p> <p>-Observation</p>	<p>-Critical and creative Thinking</p> <p>Constructive Learning</p> <p>Communication</p> <p>Cooperation</p> <p>Citizenship</p>	<p>- I feel content with..</p> <p>Challenges.....</p> <p>Suggestions for Improvement.....</p>
Unit 12 Review	<p>To respond to short, simple questions before and after listening</p> <p>To use prior knowledge to participate in short, simple guided exchanges</p> <p>To orally describe pictures, places and people in short, simple sentences</p>	<u>Structure</u> The present continuous: The modal verb must for obligation: The present simple with to be There is/are:	<u>Functions</u> Asking and answering questions; identifying animals; talking about a nature reserve		<p>Song : Are there any markets near home?</p>			

Unit 13 Happy Mother's Day The	To acquire new words through direct instruction and assigned independent language exercises To use reading strategies to identify the meaning in short, simple texts To use short sentences to participate in simple exchanges	<u>Structure</u> The verb <i>want</i> plus infinitive: The verb <i>do</i> plus infinitive to ask questions: Present simple for regular Events.	<u>Functions</u> Talking about special days; expressing wishes; asking and answering questions	Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations)	Project: Make a Mother's Day card	-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.....
Unit 14 Where is the bookshop?	To respond to simple questions before and after listening To recognise the components of compound words to understand their meaning To use reading strategies to understand short, simple reading texts	<u>Structure</u> Adverbs to express order: First/Next/Then Imperatives for giving directions: Asking for direction	<u>Functions</u> Expressing the order of events;talking about shops and shopping; asking for and giving directions;		Song: Excuse me, where's the Butcher's?			

Unit	Outcomes	Structure & Pronunciation	Functions & vocabulary	Teaching strategies	Song/Project Game	Assessment	Competency	Self-assessment
Unit 15 Eat a lot of fruit	To use flashcards to identify unfamiliar words when listening To pronounce short, simple statements with correct intonation patterns To use prior knowledge to participate in short, simple guided exchanges	Structure Imperatives: <i>Have breakfast every day</i>	Functions Giving instructions; talking about a healthy diet; asking and answering questions	Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations	Project: Make a poster about being healthy	-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 sound <i>/u/ fruit, juice</i>	Vocabulary before, brush , do exercise, good, healthy, meat					
Unit 16 Review	To use prior knowledge to participate in short, simple guided exchanges To recognise short, simple, familiar words and phrases To use knowledge of punctuation to identify the meaning of what is being read	Structure . Imperatives: The verb <i>want</i> plus infinitive Imperatives for giving directions: Asking for direction:	Functions Giving instructions; talking about a healthy diet; talking about shops		Song: Turn left, turn right			
		Pronunciation Revision of sounds	Vocabulary baker's, before, bookshop, butcher's, buy, chemist's, do exercise					

