

Time of implementation: February (2020) Units 8,9,10

Unit	Outcomes	Structure & Pronunciation	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
Unit 8 I'll tidy up	Follow oral instructions • respond to questions before, during and after listening -Use knowledge of verb tenses to understand when things happen Write meaningful sentences using given frameworks	Structure The modal verb <i>will</i> for decisions made at the moment of speaking: <i>I'll email them at their hotel.</i>	Functions Making offers of help; talking about tasks to do around the house; talking about locations in Jordan and elsewhere in the region .Talking about leisure activities	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (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.....
		Pronunciation The emphasis on adjectives in sentences	New vocabulary bookshelf,bouquet,cave, cedar tree,dry the dishes, email (v), enormous,		Song: Hurray, hurray! Our grandparents are on their way.		
Unit 9 We went to the airport	Respond to questions before, during and after listening Use knowledge of verb tenses to understand when things happen	Structure -The past continuous and the past Simple -The conjunction while	Functions Talking about the past; talking about airport facilities; talking about journeys		-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation		Suggestions for Improvement.....
		Pronunciation The emphasis on verbs in sentences	Vocabulary board the plane, check in collect,cry ,customs, go through, journey (n),				

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Unit 10 Could you fly a kite?	follow oral instructions • respond to questions before, during and after listening • use teacher introduction and other clues to understand new words when listening	Structure The modal verb can in the past The conjunction when	Functions Expressing past ability; asking and answering questions; comparing past and present; talking about hobbies and activities; talking about traditional crafts	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (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..
		Pronunciation The emphasis on nouns in sentences	New vocabulary car engine, collection, cushion, embroider embroidery , kite, mend a car/ bike				Challenges.....
Review 3	respond to questions before, during and after listening • make simple inferences when listening • skim simple written materials for the main ideas • scan simple written materials to preview them for general content before starting to read.	Structure - Revision of The modal verb <i>will</i> for decisions made at the moment of speaking The past continuous and the past simple; The conjunction <i>while</i> The modal verb <i>can</i> in the past	Functions Expressing past ability; talking about hobbies and activities; comparing past and present; making offers or help; talking about tasks to do around the house; talking about airport facilities; talking about journeys		-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation		Suggestions for Improvement.....
		Pronunciation Revision of pronunciation points from units 8--10	Vocabulary Revision of vocabulary taught in units 8--10		Project: Write a story		

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Unit 11 It's from the past	Respond to questions before, during and after listening Use context and direct instruction to understand the meaning of new and unfamiliar words • use and spell correctly learnt vocabulary Write meaningful sentences using given frameworks	Structure What is it made of? It's made of (clay/glass/metal).	Functions Talking about a visit to a museum; talking about objects from the past; 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)	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with..
		Pronunciation Identifying how pauses are used in sentences with commas	New vocabulary bottle,clay,coach, curator, era, glass, guidebook, jug ,knife ,metal, million,				Challenges.....
Unit 12 Let's do an experiment	use teacher introduction and other clues to understand new words when listening use knowledge of verb tenses to understand when things happen	Structure The zero conditional: What happens if we put (an orange) in water? It sinks/floats.	Functions Talking about science; conducting an experiment; expressing conditions; asking and answering questions	- Activity based learning (Discussion in Groups ; oral presentations)	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	Suggestions for Improvement.....
		Pronunciation The emphasis on adverbs in sentences	Vocabulary Competition ,enjoyable, experiment float (v), gently, heat (v),hot air balloon, inflate,				

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Unit 13 I want to be a programmer	<ul style="list-style-type: none"> • follow oral instructions Respond to questions before, during and after listening use knowledge of verb tenses to understand when things happen write meaningful sentences using jumbled words 	Structure The present perfect with for. The conjunction because	Functions Talking about future jobs and careers; expressing aspirations; talking about the past; demonstrating appreciation of a 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)	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	- I feel content with.. Challenges.....
		Pronunciation Falling intonation in sentences	New vocabulary accountant, be born, computer programmer, dream (n), enough, enter (a competition), interested, invention, inventor, job		Song: I want to be a dentist.		
Unit 14 Will they become extinct	<ul style="list-style-type: none"> • Use teacher introduction and other clues to understand new words when listening • Use context to understand new words when listening • Make simple inferences when listening • Use correct intonation for questions and answers 	Structure <i>.The modal verb will for future prediction with there: Will there be enough water in the future? Yes, there will. Will</i>	Functions Making predictions for the future; talking about wildlife and conservation; talking about nature reserves in Jordan	- Direct instruction. (Work book ; Exercises ; Flash cards) Brainstorming Mind mapping -Group work (Discussion ; Interview ; Pair work) - Activity based learning (Discussion in Groups ; oral presentations)	-Performance Based Assessment - Pencil and paper -Communication -Observation -Peers evaluation	-Critical and creative Thinking -Constructive Learning -Communication -Cooperation -Citizenship	Suggestions for Improvement.....
		Pronunciation Intonation in short questions and answers	Vocabulary amazing,balcony,drop endangered,extinct, outside,recycle,repair cat,soap,sand, spectacular, trust (v),usually, waste (v)				

