

Time of implementation: February 2020 / Module 4

	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<ul style="list-style-type: none"> Module 4 <p>If you are happy, write about it!</p> <p>Unit 1</p> <p>A short history of written communication</p> <p>Unit 2</p> <p>How the Egyptians wrote</p>	<p>To develop awareness of writing systems</p> <ul style="list-style-type: none"> To use context to guess the meaning of new words To develop strategies of active listening to confirm meaning in an authentic presentation To demonstrate understanding of an authentic text about the history of written communication To use the First Conditional to make a chain of conditions To scan a reading text To interpret reading material by answering questions 	<p>First conditional</p> <p><i>If you want to learn Chinese, you will have to study hard. What will you do if it rains tomorrow?</i></p>	<p>Identifying writing systems</p> <ul style="list-style-type: none"> Stating facts Expressing opinions Discussing conditions Arguing for sending letters or emails Writing a short message using a new writing system Discussing the importance of speech and writing <p>• Vocabulary efficient, ancestor, communicate, primitive, Sumerian, hieroglyphics, mode, clay, government, suitable, light, portable,</p>	<ul style="list-style-type: none"> - Direct instruction. -Brainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups ; oral presentations) -Problem solving and induction 	<p>-Performance Based Assessment</p> <ul style="list-style-type: none"> - Pencil and paper Communication -Observation -Peers evaluation 	<ul style="list-style-type: none"> -Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship 	<p>- I feel content with..</p> <p>Challenges.....</p> <p>Suggestions for Improvement.....</p>
					<p>Project:</p> <p>An email in hieroglyphics</p>		

Time of implementation: March 2020 Module 5

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
Module 5 Money doesn't bring happiness Unit 1 A miser's final wish Unit 2 Volunteer ! Save Lives !	<p>To use context to guess the meaning of new words</p> <ul style="list-style-type: none"> • To use context to identify the meaning of unfamiliar words and ideas when listening to an authentic text • To skim a reading text to answer questions • To use quantity words and expressions to describe two pictures • To demonstrate understanding of an authentic text about the Red Crescent • To compare and contrast different opinions of different people on choosing a project proposal 	<p>Quantity words and Expressions</p> <p><i>The poor man didn't want much food.</i></p> <p><i>He only wanted a little food..</i></p>	<p>Expressing opinions</p> <ul style="list-style-type: none"> • Reporting personal information about possessions and lifestyle • Arguing for a project to help the poor • Giving reasons why money doesn't make you happy • Expressing agreement and disagreement <p>• Vocabulary</p> <p>borrow, earn, make(money), save, possessions, fraud, wasteful, debt,greedy, bankrupt, stolen, thrifty, generous, sensible</p>	<ul style="list-style-type: none"> - Direct instruction. -Brainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups ; oral presentations) -Problem solving and induction 	<p>-Performance Based Assessment</p> <p>- Pencil and paper</p> <p>- Communication</p> <p>-Observation</p> <p>-Peers evaluation</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>

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<ul style="list-style-type: none"> Module 6 They have made important discoveries! <p>Unit 1</p> <p>Across continents</p> <p>Unit 2</p> <p>Over the ocean</p>	<p>To use context to guess the meaning of new words</p> <ul style="list-style-type: none"> To listen to taped native speakers of English to improve pronunciation of figures To skim a reading text to answer questions To demonstrate understanding of an authentic reading text about an experience of a lifetime To engage in a discussion to exchange ideas about one's feelings throughout a journey 	<p><i>The Present Perfect Simple with for and since and time expressions I/You/We/They have been in Paris for three weeks. He/She/It has been outside since eight o'clock.</i></p>	<p>Identifying places</p> <ul style="list-style-type: none"> Discussing important discoveries Expressing opinions Narrating a personal journey Justifying feelings about a journey Defending why you haven't been in touch with your friend <p>• <u>Vocabulary</u></p> <p>root, seed, progress, generation, pace, trail, continent, wander, advance, blizzard condition, expedition, explorer,</p>	<p>-Direct instruction.</p> <p>-Brainstorming</p> <p>-Mind mapping</p> <p>-Group work</p> <p>- Activity based learning (Discussion in Groups ; oral presentations)</p> <p>-Problem solving and induction</p>	<p>-Performance Based Assessment</p> <p>- Pencil and paper Communication</p> <p>-Observation</p> <p>-Peers evaluation</p>	<p>-Critical and creative thinking</p> <p>-Constructive Learning Communication</p> <p>-Cooperation</p> <p>-Citizenship</p>	<p>- I feel content with..</p> <p>Challenges.....</p> <p>Suggestions for Improvement.....</p>

Reading for fun B: Al Zahrawi and Sinan	<ul style="list-style-type: none">• Expressing opinion• Giving reasons	Reading two stories about two Muslim pioneers Speaking about inventions and architecture Writing about an invention and a text for a web page	
Revision Modules 4–6	Revision of all structures in Modules 4–6	<ul style="list-style-type: none">• Stating facts• Expressing conditions	Revision of all the vocabulary in Modules 4–6