Material English Language Unit Title: ***Use a dictionary*** pages: 4 Number of classes:

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| --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use the dictionaries to find meaning.  To talk about places in Jordan.  To find information in some encyclopedias  To write about beautiful places in Jordan. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Dictionary  Flashcards | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Visiting the library  Using an encyclopedia | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***How long is the bridge?*** pages: 4 Number of classes: Duration:

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| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use *How* with some adjectives .  To ask and answer questions about some adjectives.  To use the large numbers.  To talk about location in Jordan.  To write about Jordan’s famous landmarks | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Computer -games | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Debate  Project | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***At the book fair*** pages: 4 Number of classes: Duration:

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| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use English print or electronic dictionaries and glossaries  To use the verb *would like.*  To express opinions and wishes.  To write about the book fair. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Several story books | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Debate  Visiting library  Project | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***Review 1***  pages: 4 Number of classes: Duration:

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| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use There is/ are/ was/were  To use adjectives  To talk about places in Jordan.  To use large numbers.  To express pride in Jordan and the country heritage. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Magazines | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Debate | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***Jordan isn’t as dry as Egypt*** pages: 4 Number of classes: Duration:

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| --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To compare between places using *as (adjective) as*  To talk about weather and geographical features.  To talk about locations in Jordan and elsewhere in the region.  To express likes. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Computer -games | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Discussion and comparison about places. | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***We’re going to the bird park*** pages: 4 Number of classes: Duration:

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| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use present continuous for future arrangements.  To talk about plans already made for the future.  To talk about leisure activities.  To make suggestions.  To write an invitation. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Using pictures  Talk about plans  Debate | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***I’ve visited the stadium***  pages: 4 Number of classes: Duration:

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| --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use the Present Perfect.  To use the Ordinal numbers.  To talk about past experiences.  To write about locations in Jordan.  To express likes and dislikes. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Games | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Talk about likes/ dislikes  in the school  play Ordinal numbers games | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***It’s important to help***  pages: 4 Number of classes: Duration:

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| --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To use present perfect.  To talk about caring for elderly people.  To write about past experiences.  To talk about helping people. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Computer -games | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Debate | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |

Material English Language Unit Title: ***Review 2***  pages: 4 Number of classes: Duration:

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| --- | --- | --- | --- | --- | --- | --- |
| Outcomes | Resources and material | Instructional strategies | Assessment | | Associated activities | Reflection |
| Strategy | Tool |
| To use the context to understand new words.  To compare between places using *as (adjective) as*  To use present perfect.  To use present continuous for future arrangements.  To talk about plans already made for the future.  To express likes.  To write an invitation. | Pupil's Book  Activity Book  Cassette Recorder  Wall Chart  Flashcards  Internet  Computer -games | Direct Teaching  Activity –based learning  Group Work | Performance- based assessment  Communication  Observation  Self- assessment | Check list  Rubric  Rating Scale | Discussion and comparison about places.    Exchange of invitations. | **I feel content with:**  **Challenges**: some students could be weak.  **Suggestion for Improvement:**  Mix different- level students together  Give weak students more exercises |