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 BookActivity BookCassette RecorderWall ChartDictionaryFlashcards | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment  | Check listRubricRating Scale | Visiting the libraryUsing 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 BookActivity BookCassette RecorderWall ChartFlashcardsInternetComputer -games | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating Scale | DebateProject | **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 BookActivity BookCassette RecorderWall ChartFlashcardsInternetSeveral story books | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating Scale | DebateVisiting 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/wereTo use adjectives To talk about places in Jordan.To use large numbers.To express pride in Jordan and the country heritage. | Pupil's BookActivity BookCassette RecorderWall ChartFlashcardsInternetMagazines  | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating 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 BookActivity BookCassette RecorderWall ChartFlashcardsInternetComputer -games | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating 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 BookActivity BookCassette RecorderWall ChartFlashcardsInternet | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating Scale | Using picturesTalk about plansDebate  | **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 BookActivity BookCassette RecorderWall ChartFlashcardsInternetGames  | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating Scale | Talk about likes/ dislikes in the schoolplay 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 BookActivity BookCassette RecorderWall ChartFlashcardsInternetComputer -games | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating 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 BookActivity BookCassette RecorderWall ChartFlashcardsInternetComputer -games | Direct TeachingActivity –based learningGroup Work | Performance- based assessmentCommunicationObservationSelf- assessment | Check listRubricRating 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  |