**Lesson Plan Page No (1)**

**Class / Level: 8th grade Module title: We will travel to the stars**

**Number of Classes: 2 classes Lesson 1 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **use pictures to make guesses**  **• To respond to questions about the solar system and galaxy**  **before, during and after listening**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to confirm**  **and clarify**  **word meaning**  **• To participate in a group discussion about space travel** | **sudent’s Book pages 36–37**  **• Dictionaries**  **• Glossary – Activity Book pages 67–68**  **• Cassette**  **• Activity Book: Module 4 – page 30**  **Data show** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **Have a class discussion about the pictures. If students cannot identify what is in them, T explains that the main picture e is a photograph of distant stars in space .Another picture is a photograph of our galaxy (the Milky Way) viewed from the side. The final picture is an artist’simpression of our solar system.**  **T allows students to try guessing the distance from the Earth to the Moon (over 380,000 km) and the Sun (over 150,000,000 km) before giving them the answers.**  **T reads the instructions and gives students ( in groups ) a few minutes to answer all the questions.**  **T plays the cassette and have students check their own answers**  **T plays the cassette and pauses occasionally to give students time to guess the meanings.**  **• T tells students to go through their guesses in pairs before allowing them to check using a dictionary or the glossary**  **T tells students to have a discussion about the future of human space travel by answering the questions.**  **Students look at the video about space and take notes**  **Students in groups discuss their ideas** | **5**  **10**  **5**  **10**  **5**  **10**  **10**  **10**  **15**  **10** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

**…………………………………………**

**3- Suggestion for improvement ………………………..**

**Lesson Plan Page No (2)**

**Class / Level: 8th grade Module title: We will travel to the stars unit tittle : there will be problems**

**Number of Classes: 2 Lesson2 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **use mnemonics to remember the names of the planets**  **interpret a reading text about the problem of orbital**  **debris in order to answer questions**  **use context to guess the meaning of new words**  **use dictionaries and glossaries confirm and clarify word meaning** | **Student’s Book pages 38–40**  **• Dictionaries**  **• Glossary – Activity Book pages 67–68**  **• Cassette**  **• Activity Book: Module 4 – pages 30–31** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **T explains to students that ‘mnemonic’ is a device like a rhyme or pattern of letters that is used to remember things**  **T explains that this technique allows students to remember things that might be otherwise difficult to learn**  **Eg My very easy method just speeds up naming planets’ allowed people to learn the names of the planets in our solar system in order of their distance from the Sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).**  **T invites students to try to give examples about mnemonic**  **T tells students to read the article individually before answering the question in pairs**  **T invites several students to share their opinion and allows other students to respond**  **students re-read the article before they attempt to answer the questions**  **Students in groups answer the questions together**  **T tells student to guess the meanings of the words as he plays the cassette**  **Students give sentences using the words in the box** | **5**  **5**  **10**  **10**  **10**  **10**  **10**  **10**  **10** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

**…………………………………………**

**3- Suggestion for improvement ………………………..**

**Lesson Plan Page No (3)**

**Class / Level: 8th grade Module title: We will travel to the stars unit tittle : there will be problems**

**Number of Classes: 3 Lesson2 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **develop strategies of listening to check the use of the**  **Future Simple tense**  **make predictions about the future of space travel**  **participate in peer discussion about possible space**  **holidays** | **Student’s Book pages 38–40 • Book pages 67–68 • Cassette • Activity Book: Module 4 – pages 30–31**  **Worksheet** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **T Introduces the Future Simple tense. Then T Picks up a piece of classroom equipment, such as a piece of chalk, and asks students what they think he will do with it. Elicit responses such as T will write on the board**  **T explains that using the Future Simple involves speculation, which can sometimes be wrong.**  **T Asks students to say how they think people will travel in 100 years’ time using the Future Simple**  **T explains the grammatical the use of the simple future for prediction using will**  **In groups students do the exercises in their worksheet**  **T Then, reads the rubric to students and clarify any doubts. Asks students to work individually and give them time to do the exercise**  **Then, T asks individual students to read their answers. And Write them on the board for the class to use as a guide.**  **T Plays the cassette and students compare the answers on the board with the correct answers on the cassette**  **In groups students listen to the cassette and identify the verbs in the future and write them on their notebooks**  **SSLook at the picture of a space station. And Write predictions about the things in the box below**  **In pairs, ask and answer questions about space travel in the future** | **5**  **5**  **5**  **10**  **15**  **15**  **10**  **10**  **10**  **10**  **10**  **10** |

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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

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**3- Suggestion for improvement ………………………..**

**Lesson Plan Page No (4)**

**Class / Level: 8th grade Module title: We will travel to the stars unit tittle :It will guide you**

**Number of Classes: 2 Lesson4 and 5 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **use pictures to make guesses**  **• use context to guess the meaning of new words**  **• use dictionaries and glossaries to confirm and clarify word meaning**  **• use reading strategies to identify relevant information in an article about a trip to space**  **• demonstrate understanding of a listening text about Muslim astronomers**  **• use words and sentences to participate in a discussion about planets** | **Student’s Book pages 41–43 • Dictionaries • Glossary – Activity Book pages 67–68 • Cassette • Activity Book: Module 4 – pages 31–32** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **Students look at the picture in the page and describe what they can see**  **Students answer the question before we start**  **T explains and elicit the information about the picture**  **T Plays the cassette for students to listen to the words in context and to try to guess their meanings with a partner**  **Students work in pairs reading the deﬁnitions and matching them to the key words in exercise 1.**  **Ss do exercise 3 page 31**  **students read the article individually, Then T asks them to work in pairs to answer the question.**  **Ss should write a sentence or two for each method they think of**  **T Reads the Reading Strategies with the class. makes sure students understand what is written before they start working on**  **students locate the words in the text (including the sentences from exercise 3) and then work in pairs to guess their meanings**  **students read the questions before they re-read the article. And write down information that can be used to support their answers. •**  **Discuss the answers as a class**  **Students listen to the passage while doing the exercise individually. Then, they work in pairs, reading through the article in order to compare their answers**  **Read the rubric and tell students that, for a long time, people have talked about what it might be like to live on another planet. Tell students that they will join in the discussion by reading the factﬁles and answering the questions**  **students into small groups based on which planet they referred to in the previous exercise. discuss their answers to see if they agree about whether it might be possible to live on another planet** | **5**  **10**  **10**  **5**  **10**  **5**  **10**  **10**  **10**  **5**  **10**  **5**  **5**  **10**  **10** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

**…………………………………………**

1. **Suggestion for improvement ………………………..**

**Lesson Plan Page No (5)**

**Class / Level: 8th grade Module title: We will travel to the stars Communication Workshop Sending a message to outer space**

**Number of Classes: 2 Lesson2 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **use a picture to make guesses about a reading text •**  **participate in a group discussion about messages to space •**  **use words and sentences clearly to present greetings** | **Student’s Book page 44 • Activity Book: Module 4 – page 33** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **Tasks students to read the article and look at the picture. T tells them it’s about sending messages into outer space**  **T InviteS them to guess what might be in the picture and to do some research.and uses the background information to answer any questions**  **T ReadS the Speaking Strategies as a class and then gives students time to form groups and read the rubric together**  **Ssprepare their presentation, they should listen carefully to each other’s ideas and write down the ones they agree on**  **Ssprepare pictures and drawings to use in their presentations**  **T WriteS the following on the board: Portuguese: Peace and happiness to everyone. English: Hello from the children of Planet Earth. Arabic: Greetings to our friends in the stars.**  **T explains that these are just three of the 55 spoken messages included on the Voyager Golden Record**  **In pairs, they should prepare the greeting they would most like to send**  **Students into groups work on exercise 1(AB). T tells students that this is an urgent mission and they have a limited amount of time to make their choice.** | **5**  **15**  **10**  **5**  **10**  **5**  **5**  **5**  **10**  **10** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

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**3- Suggestion for improvement ………………………..**

**Lesson Plan Page No (6)**

**Class / Level: 8th grade Module title: We will travel to the stars unit tittle :Language Development**

**Number of Classes: 2 Lesson2 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **use sentences in the Future Simple tense •**  **identify words from**  **deﬁnitions to complete a crossword puzzle** | **Student’s Book pages 45–46 • Cassette • Activity Book: Module 4 – pages 34–37** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **Before they begin,T makes sure Ss know that there are already vehicles that can travel faster than the speed of sound but, to date, there is no vehicle that can travel as fast as light does**  **students work in pairs, and tell them to read the dialogue and ﬁll in the gaps with the correct verb**  **T plays the cassette twice and ask students to check their answers**  **T does a show of hands to see how many students got the correct answers**  **When the activity is ﬁnished, Tplays a game with the students, choosing different irregular verbs for individual students to guess their form in the Future Simple**  **T reads the quotation to the class and tells students that Woody Allen is a famous American comedian**  **T asks students if they think it will ever be possible to travel at the speed of light**  **Students should work individually to complete the activity – writing each version of the given sentence in their notebooks**  **Page 45, Exercise 4 • T allows students to work in pairs to complete the activity**  **Activity Book pages 34–35. • T asks students to work on exercise 1 on page 34 and exercises 2–4 on page 35 individually**  **T asks students to solve the crossword puzzle individually. They then work in pairs. T tells them to exchange their books and check each other’s corrections** | **5**  **5**  **5**  **5**  **5**  **10**  **5**  **5**  **10**  **10**  **10**  **5** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

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**3- Suggestion for improvement ………………………..**

**Lesson Plan Page No (7)**

**Class / Level: 8th grade Module title: We will travel to the stars unit tittle :Project Make a solar system model**

**Number of Classes: 2 Lesson2 Date: from ………………………**

**Previous Learning:**

**Vertical Integration: Horizontal Integration:**

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| **No** | **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
|  | **It is expected that students will:**  **follow instructions to make a model of the solar system •**  **take part in a well-prepared authentic presentation to the class** | **Student’s Book page 47 • Cardboard, paper, scissors, tape, string, a compass, pencils, crayons and markers** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **Chick list**  **Rating scale** | **Greeting ss. and warming them up.**  **T makes sure all groups have all the materials they need. T asks them to read the instructions together in groups to help each other understand the assignments**  **T points out to them the ﬁnal instructions and emphasise that the main purpose of the Project is for them to give a clear oral presentation in English to the rest of their class about the solar system**  **In groups Ss begin to make models of the Sun, Moon, planets and stars as a way of studying the universe**  **Sscomplete the Assessment Tools 6 and 7 checklists on pages 76 and 77 of the Activity Book.** | **5**  **10**  **5**  **15**  **5** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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**Reflection:**

1. **I feel satisfied with ……………………………………**
2. **Challenges that faced me ……………………………**

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**3- Suggestion for improvement ………………………..**

**Class\ Level: 8th Unit Title: *You can do it!***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*one***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To use pictures to make guesses**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to confirm and clarify word meaning**  **• To interview peers about sports**  **• To use words and sentences to report to the class about each other’s sports** | **S.B**  **p. 48-49**  **A.B**  **p. 38**  **Chalk board**  **Glossary**  **p. 68-69**  **Cassette** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Talk about the picture and the title, then answer some comprehension Q. (What sports are thesepeople doing? Do you knowpeople who do them?)**  **Page 49, Exercise 1**  **Ss listen to Badria and Mariamtalk about the sports they andtheir family practice. And take down notes.**  **Page 49, Exercise 2**  **•T plays the cassette once or twice. Ssguess the meanings of the key words.**  **•They use a dictionary or the glossary tocheck their answers.**  **Page 49, Exercise 3**  **•Ss complete the table. Then, in agroup, they ask and answer questions about which sports they do, whichsports they like to watch and whichsports they think are boring.**  **Page 37, Exercise 4**  **Ss report their findings to theclass.** | **10 min.**  **15 min.**  **15 min.**  **15min.**  **25 min.** |

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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\*Suggestions for improvement ………………………………………………………

**(Daily follow – up table)**

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Class\ Level: 8thYou have to play by the rules!moduleTitle: *You can do it!***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*2 \ You have to play by the rules!***

**Previous Learning*Kinds of sports*Vertical Learning ………………………………… Horizontal Learning ………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To analyse a text about the rules of different sports to make inferences**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to confirm and clarify word meaning** | **S.B**  **p. 50**  **A.B**  **p. 38–39**  **Chalk board**  **Glossary**  **p. 67-68** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Introduction and warming the class up by doing The‘Before you start’activity.**  **Page 50, Exercise 1**  **•Ss read about the rules of some games and answer the Q. (Do you think these rules will changein the future? Why/Why not?)**  **Page 50, Exercise 2**  **•Ss read the text again. Then, answer the questions in pairs.**  **• T encouragesSs to use a graphic organizer for band c such as the following:**    **Page 50, Exercise 3**  **•Listen to the words below in context. Try to guess their meanings.** | **15 min.**  **15 min.**  **20 min.**  **15min.**  **15 min.** |

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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\*Suggestions for improvement ………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  | **.** |

**Lesson Plan page ( 3 )**

**Class\ Level: 8th Unit Title: *You can do it!***

**Number of classes: 2 Date:From: ………………To ……………… Lesson:*3 \ Grammar (have to/don’t have to, can/can’t)***

**Previous Learning*Modals*  Vertical Learning ………………………………… Horizontal Learning ………………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To use *have to/don’t have to* and *can/can’t* to discuss the rules of different sports**  **• To demonstrate understanding of a listening text about a Jordanian athlete to answer questions**  **• To interview peers about what one *has to/doesn’t have to* or *can/can’t* do at home** | **S.B**  **p. 50**  **A.B**  **p. 38–39**  **Chalk board**  **Glossary**  **p. 67-68** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **• T plays a quick game to introduce students to the difference between have to/don’t have to and can/can’t by asking a volunteer to come to the front. T tells the class that she was selected to go on a space mission, but they have to help her get ready for it**  **by saying what she has to/doesn’t have to, can/can’tdo to be able to travel to space.**  **for example, She has to learn about flying. She can’t go without training at a space centre first. She doesn’t have to wear a spacesuit all the time. She can take her favourite shirt with her.**  **Page 51, Exercise 1**  **•T reads the rubric to the class and stress that they must not look at the article on page 50 again until they have completed the activity.**  **•Sscomplete the exercise and thenlook at the article in pairs to helpmark each other’s work.**  **Page 51, Exercise 2**  **•Ss complete the text with the correct forms of can/can’t.**  **Page 51, Exercise 3**  **•Ss listen to the text and check their answers.**  **Page 51, Exercise 4**  **Ss look at the pictures and use the phrasesfrom the box to write school rules using**  **have to/don’t have to and can/can’t. Then, they write their own sentences using the wordsin brackets.** | **20 min.**  **15 min.**  **15min.**  **15 min.**  **15 min.** |

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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\*Suggestions for improvement ………………………………………………………

**(Daily follow – up table)**

**Form # QF71-1-49rev.a**

**Class\ Level: 8th4module Title: *You can do it!*Skills focus ‘‘Faster, Higher, Stronger’’**

**Number of classes: 2Date:From: ………………To ……………… Lesson:*five***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To use pictures to make guesses**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to conﬁrm and clarify word meaning**  **• To analyse a text about the modern and ancient Olympic Games to make inferences**  **• To discuss solutions related to raising money for charity** | **• Student’s Book pages 53–55 • Dictionaries • Glossary – Activity Book pages 68–69 • Cassette • Activity Book: Module 5 – pages 40–41** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Ask students to guess what the ﬁve rings represent. Ask them if they have ever seen them before. What do they think they might symbolise?**  **ask students to discuss what the ‘Skills focus’ title, “Faster, Higher, Stronger”, might be referring to**  **Page 53, Exercise 1**  **Play the cassette and give students time to guess the meanings of the key words. • Allow students to compare their answers with a partner before playing the cassette a second time. Then, allow them to check their guesses in a dictionary or the glossary.**  **Page 54, Exercise 1**  **Give students time to read the article and discuss the question. They should then make a note of their chosen two differences.**  **Finally, have students share their answers.**  **Page 54, Exercise 2**  **Once they have read the questions, instruct them to refer to the article on page 54 to ﬁ nd the answers. Encourage students to use a graphic organiser**  **Page 37, Exercise 4**  **Ss report their findings to the class.**  **Page 55, Exercise 3**  **Make sure students understand each deﬁnition before they start working on the activity. • Walk around monitoring the activity.** | **10 min.**  **15 min.**  **15 min.**  **15min.**  **25 min.** |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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\*Suggestions for improvement ………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Class\ Level: 8ththe Olympic games5themodule Title: *You can do it!***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*six***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To use pictures to make guesses**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to conﬁrm and clarify word meaning**  **• To analyse a text about the modern and ancient Olympic Games to make inferences**  **• To discuss solutions related to raising money for charity** | **S.B**  **p. 48-49**  **A.B**  **p. 38**  **Chalk board**  **Glossary**  **p. 68-69**  **Cassette** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Talk about the picture and the title, then T asks the students about the marathon**  **Page 55, Exercise 4**  **Allow students to read through the letter quickly before playing the cassette. Then, play the cassette and give them time to ﬁll in the blanks by pausing when necessary**  **Page 55, Exercise 5**  **Play the cassette again for students to check their answers together. Then, write the answers on the board so that students can be sure they haven’t made any mistakes.**  **Page 55, Exercise 6**  **Ask students to form groups and tell them that they will be having a discussion based on the letter they have just read**  **Tell them to read the rubric and work through the questions together**  **tell students to assess their own performance by ﬁlling in the Assessment Tool 8 on page 77 of the Activity Book**  **Activity Book page 41.**  **tell students to use the picture clues to complete the puzzle before ﬁnding the hidden sentence for number 7.**  **Optional Activity**  **Have students close their books. Write on the board:bossaball ice diving tennis Ask students what they can remember about these sports. Discuss which would be the most suitable as an Olympic sport** | **5 min.**  **10 min**  **15 min.**  **15 min.**  **15min.**  **20 min.** |

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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\*Suggestions for improvement ………………………………………………………

**Form # QF71-1-49rev.a**

**Class\ Level: 8thCommunication Workshop Taking part in a debate6module Title: *You can do it!***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*seven***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | | **Material\**  **Resources** | | | **Instructional**  **Strategy** | | **Assessment** | | | **Procedures** | **Duration** |
| **Strategy** | | **Tool** |
| **At the end of this lesson, students should be able:**  **• To read a conversation to identify relevant information • To write an argument using organisational patterns**  **• To take part in a debate to present different ideas** | | **Student’s Book page 56 • Activity Book: Module 5 – pages 42–44** | | | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | | **Performance based assessment**  **Observation**  **Questions and answers** | | **2** | **Before you start**  **Tell students to read the conversation individually and to think about who they agree with and why**  **Page 56, Exercise 1**  **Read the rubric to the class and then put students into an even number of groups.**  **• Instruct the students in each group to work together to come up with a suitable list based on the conversation. Encourage them to use a graphic organiser such as the one below to arrange their arguments.**  **• Then, tell students that they must add some ideas of their own**  **Ask them: What do you think about the use of technology in sports where things happen more quickly than in football, e.g. car racing?**  **Page 56, Exercise 2**  **Allow students to remain in their groups to read the Writing Strategies.**  **• Go around the classroom allocating groups to one of the two sides of the argument – for and against the use of technology in sports**  **Page 56, Exercise 3**  **Read the rubric and tell students that they must use the Strategies to prepare a written argument. Their aim is to persuade a group with the opposing argument that their point of view is the correct one.**  **Activity Book pages 42–44.**  **Students can practise their writing skills in class by completing all of the exercises on pages 43 and 44.**  **Optional Activity**  **Have a class vote to decide whether technology should be included in sports.**  **Reflection**:  \* Feel satisfied with …………………………………………………………………………  …………………………………………………………………………………………………………………  \* Challenges that faced me ………………………………………………………………  …………………………………………………………………………………………………………………  \*Suggestions for improvement ……………………………………………………… | **10 min.**  **15 min.**  **15 min.**  **15min.**  **25 min.** |
| **Day & Date** | **Section** | | **Period** | **Fulfilled**  **Outcomes** | | **Homework** | |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  | |  |  | |  | |

**(Daily follow – up table)**

**Class\ Level: 8thLanguage Development Unit Title: *You can do it!***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*one***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To participate in a peer discussion about the rules of different sports and games**  **• To identify words from deﬁnitions to complete a crossword puzzle** | **• Student’s Book pages 57–58 • Activity Book: Module 5 – pages 45–46** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Ask students if they know some sports and their rules**  **Page 57, Exercise 1**  **Ask students to complete the exercise in pairs. Once they have ﬁnished, they should swap their answers with a different pair and mark them**  **students listen to an audioscript to check their answers**  **Page 57, Exercise 2**  **• Read the rubric and put students into different pairs. One student should be ‘A’ and the other ‘B’ as in the example.**  **• Ask each pair to look at pictures 3 and 4 and discuss what the rules for each sport might be. Tell them to make notes based on their conversation using the example for pictures 1 and 2 as a guide.**  **• Discuss answers as a class.**  **Page 58, Exercise 3**  **• Read the rubric and clarify any doubts.**  **• Tell students to work individually, reading the text in order to complete the table. Go around the classroom offering help while students are working.**  **• Then, draw the table on the board. When students have completed the activity, ask for volunteers to ﬁll in the table you drew on the board with their answers. Correct any mistakes as you go along.**  **Page 58, Exercise 4**  **Tell students to form pairs to ask and answer each other questions in order to complete the table**  **Page 58, Crossword puzzle** | **5 min.**  **10 min.**  **10min.**  **10 min**  **5 min** |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Class\ Level: 8thProject Make the rules of a gameUnit Title: *You can do it!***

**Number of classes: 1Date:From: ………………To ……………… Lesson:*one***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To write the rules of a new game**  **• To use words and sentences clearly to present the game to the class** | **• A large sheet of construction paper per group, magazine cutouts of various sporting activities, marker pens and crayons • Student’s Book page 59** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **• Divide the class into groups of three or four.**  **Explain that each group will have to review the module’s content and use what they have learnt to invent a game and make the rules. They can combine old ideas from the module with new ideas of their own.**  **• Have students discuss ideas and make notes before they create their poster. Write some questions on the board as a hint to students. For example, What do you have to do? How many people can play at one time? What can’t you do? Would your game beneﬁt from the use of technology to enforce the rules? Remind students that they must use can/can’t and have to/don’t have to.**  **• When you are conﬁdent that a group has a good idea and clear rules, tell them to begin creating their poster. Encourage them to be as creative as possible, as long as their ideas are presented clearly. Make sure their poster includes a picture of the pitch or board their game is played on. They can use the picture of a pitch as a guide, but they must adapt it to match their own ideas.**  **• Invite each group to take turns presenting their game to the class. Allow other students to ask questions, e.g. Can you run with the ball? for the presenting group to answer Yes, you can.**  **• Praise students for their contributions and congratulate them for completing the Project.** | **40 min** |

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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**(Daily follow – up table)**

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Lesson Plan page ( 1 )**

**Class\ Level: 8th Unit Title: *they have endured centuries***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*one***

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **•To demonstrate understanding of a listening text by matching information with pictures**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to conﬁrm and clarify word meaning**  **• To participate in a group discussion about familiar historical buildings** | **Student’s Book pages 60–61 • Dictionaries • Glossary – Activity Book page 69 • Cassette • Activity Book: Module 6 – page 47** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Make sure students understand the module title before answering the ‘Before you start’ questions.**  **Have a class vote to see which suggested building they think would be most likely to last for centuries.**  **Page 61, Exercise 1**  **-Play the cassette and tell students to write down any key words or expressions that might help them to identify the buildings in the pictures**  **-Read the rubric and then play the cassette. Pause at the end of each sentence to give students time to think about the meaning.**  **-Discuss meanings as a class. Ask students to give answers for the meanings they know and to listen carefully to understand the ones they don’t before checking in a dictionary or the glossary.**  **Page 61, Exercise 3**  **-Tell students to form groups. Each group should follow the instructions in the rubric to make notes about the historic places in the city**  **-Invite groups to present their ideas. Correct any mistakes at the end of each presentation.** | **5 min**  **5 min.**  **15 min.**  **15 min.**  **15min.**  **15 min.**  **10min** |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Lesson Planpage ( 2 )**

**Class\ Level: 8thmodule Title: *they have endured centuries***

**Number of classes: 2Date:From: ………………To ……………… Lesson:*2\3 \ the lost city of the incas***

**Previous Learning*Kinds of sports*Vertical Learning ………………………………… Horizontal Learning ………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **To use a picture to make guesses**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to conﬁrm and clarify word meaning**  **• To develop strategies of active listening to a text about Machu Picchu to identify information** | **Student’s Book pages 62–64 • Dictionaries • Glossary – Activity Book page 69 • Cassette • Activity Book: Module 6 – pages 47–49** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Before you start**  **• Tell students to look at the picture carefully and then allow volunteers to give answers as you ask.**  **Page 62, Exercise 1**  **-Tell students that this activity features a discussion between two friends after one of them has been on holiday**  **-Play the cassette and pause frequently to give students the chance to complete the dialogue with the correct words.**  **-Play the cassette again to give students a chance to check their guesses. Then, write the numbers 1 to 6 on the board and invite students to the front to write the correct answers**  **Page 62, Exercise 2**  **-Play the cassette, pausing where necessary for students to discuss possible meanings in pairs**  **-Play the cassette a second time before allowing students to check their answers using the glossary or a dictionary**  **Page 62, Exercise 3**  **Give students time to read the text again before answering the questions(group work)**  **Walk around the classroom monitoring the activity while students are working** | **10 min.**  **5 min.**  **15 min.**  **10 min**  **15 min.**  **10 min.**  **10 min**  **5 min** |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\* Challenges that faced me ………………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  | **.** |

**Lesson Plan page ( 3 )**

**Class\ Level: 8thUnit Title: *they have endured centuries***

**Number of classes: 3 Date: From: ……………… To ……………… Lesson: *4 \ the lost city of the incas***

**Previous Learning *Modals*  Vertical Learning ………………………………… Horizontal Learning ……………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **To use the Present Perfect Simple tense to ask and answer questions**  **• To participate in a class discussion about daily activities**  **• To write a dialogue by expanding notes** | **S.B**  **p. 50**  **A.B**  **p. 38–39**  **Chalk board**  **Worksheet** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **-T greets the students and asks them about their activities**  **Page 63, Exercise 1**  **-Read the rubric and explain to students that they are looking for grammatical clues in order to identify the odd verb. Once they have found the odd verb, encourage them to write down why it is different to the other verbs in the same column**  **-T explains the grammatical rule of the present perfect**  **- in groups students do the exercises in their worksheets**  **Page 63, Exercise 2**  **-Once students have read the instructions for the exercise, have them take a brief look at the factﬁle to begin**  **-Ss ﬁll in the gaps with the correct form of the Present Perfect Simple.**  **Page 63, Exercise 3**  **-Read the rubric to students and clarify any doubts. Remind them that they have had practice in extracting meanings from pictures**  **-students work in pairs . If they disagree about something, refer them back to the example to see what kind of things they should be writing**  **Page 64, Exercise4**  **-Introduce the Present Perfect Simple tense by writing the names of eight places in Jordan on the board, with a tick or a cross above each of them.**  **-Say I have visited Ma’an (for example) but I haven’t visited the Dead Sea (for example).**  **-students to say where else they have or haven’t visited using the Present Perfect Simple.**  **-Direct students’ attention to the table and explain the activity to them. Tell them that in order to practise the Present Perfect Simple they must ﬁrst identify the mistake.**  **-students should write the correction in the right-hand column.**  **Page 64, Exercise 6**  **-Tell students to work in pairs, asking and answering questions in order to complete the table.** | **5 min**  **15 min**  **15 min**  **15 min**  **5 min**  **5 min**  **5 min**  **15 min**  **10 min**  **5 min**  **10 min**  **5 min**  **10 min** |

\* Feel satisfied with …………………………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Class\ Level: 8th4module Title: *they have endured centuries*Lessons4 and 5 Skills focus Have they survived?**

**Number of classes: 2 Date: From: ……………… To ………………**

**Previous Learning*Kinds of sports* Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **To use pictures to make guesses**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to conﬁrm and clarify word meaning**  **• To skim and scan an article about Jerash to identify relevant information • To respond to simple questions during and after listening to an interview**  **• To interview peers about civilisations** | **Student’s Book pages 65–67 • Dictionaries • Glossary – Activity Book page 69 • Cassette • Activity Book: Module 6 – page 50** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Before you start**  **-Read the box to students and ask them to work in small groups to come up with answers to each of the questions**  **- Have students work in pairs to guess the meanings of the key words as you play the cassette, pausing when necessary**  **Find the words**  **-Have some students read the deﬁnitions aloud and ﬁnd the corresponding key words to match them.**  **Page 66, Exercise 2**  **-Have students read the article individually and think about the question. Ask them to underline any words they do not know the meanings of (not including the ones given in exercise**  **ask students to work in pairs to help each other check the meanings of the underlined words. Allow them to use a dictionary or the glossary.**  **Page 66, Exercise 3**  **-students to work individually to ﬁ nd the words in the text and match them with their meanings.**  **Page 66, Exercise 4**  **- students to read through the sentences again one by one and ﬁll in the gaps with the matching word in its appropriate form**  **Page 67, Exercise 5**  **-students read the sentences once before correcting them as they read them for the second time**  **Page 67, Exercise 6**  **Play the cassette and ask students to write down the correct answers as they listen.** | **10 min.**  **15 min.**  **15 min.**  **10min.**  **15 min.**  **10 min**  **10 min** |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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\*Suggestions for improvement ………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Class\ Level: 8thLanguage Development 5module Title: *they have endured centuries***

**Number of classes: 2 Date: From: ……………… To ……………… Lesson: *seven***

**Previous Learning Vertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **• To use pictures to make guesses**  **• To use context to guess the meaning of new words**  **• To use dictionaries and glossaries to conﬁrm and clarify word meaning**  **• To analyse a text about the modern and ancient Olympic Games to make inferences**  **• To discuss solutions related to raising money for charity** | **Student’s Book pages 69–70 • Cassette • Activity Book: Module 6 – pages 54–55** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **-T greets the students and asks them to give sentences u sing the present perfect**  **Page 69, Exercise 1**  **-Ss read and complete the interview with an archaeologist about GobekliTepe**  **Page 69, Exercise 2**  **-Play the cassette and have students check their answers**  **- Invite volunteers to the front one by one to write correct answers on the board**  **- T invites students to act out the interview as a roleplaying activity**  **Page 69, Exercise 3**  **-Give students time to think of a famous person or a star and then do some research about their lives.**  **- They should make notes, using the example as a guide.The star’s name must be written clearly at the top of the page**  **When students have ﬁnished writing, tell them to fold their papers neatly in half so that the star’s name is no longer visible**  **Page 69, Exercise 4**  **-Put students into pairs and give them time to read the information they have on the star they were just given.**  **- the students in each pair should ask each other questions to identify the star they are ‘talking to’**  **Page 69, Exercise 5**  **Ask students to read the rubric. Explain that the words have been written in the wrong order and that they have to put them in the correct sequence**  **Page 69, Exercise 6**  **Have students work in pairs ﬁnding the words that correspond to the sentences in exercise 6.**  **Page 70, Crossword Puzzle** | **5 min.**  **10 min**  **15 min.**  **5 min.**  **10 min**  **5min.**  **10 min**  **10 min.**  **5 min**  **5 min** |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

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| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**Class\ Level: 8thCommunication Workshop Comparing old ant new**

**module Title: *they have endured centuries***

**Number of classes: 2 Date: From: ……………… To ……………… Lesson: *six***

**Previous LearningVertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **To use pictures to compare and contrast a monument then and now**  **• To make connections between prior knowledge and informational material about buildings**  **• To participate in a discussion about the buildings in one’s city**  **• To use appropriate organisational patterns to write a report about a building** | **Student’s Book page 68 • Activity Book: Module 6 – pages 51–53** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **Before you start**  **.Draw two columns on the board as part of a graphic organiser, one labelled Old and the other New. As one student suggests a well-known building in your city, have other students say which column it belongs to**  **- have a class discussion about the similarities and differences between the two pictures**  **Page 68, Exercise 1**  **- Read the rubric. Make sure students know that ‘renovated’ refers to the process of restoring something so it is as good as it ﬁrst**  **Page 68, Exercise 2**  **Explain the activity to students and give them time to pick the renovated building they would like to research**  **Page 68, Exercise 3**  **Ss work in pairs to write their report and prepare their presentation**  **-When they have ﬁnished, invite each pair to the front of the class to give their presentation**  **Activity Book pages 51–53** | **10 min.**  **10 min .**  **15 min.**  **15min.**  **10 min**  **10 min .**  **10 min** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |

**(Daily follow – up table)**

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

…………………………………………………………………………………………………………………

\* Challenges that faced me ………………………………………………………………

…………………………………………………………………………………………………………………

\*Suggestions for improvement ………………………………………………………

**Class\ Level: 8thProject: Renovating our school module Title: *they have endured centuries***

**Number of classes: 1Date:From: ………………To ……………… Lesson:*eight***

**Previous LearningVertical Learning ………………………………… Horizontal Learning …………………………………………………**

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| **Specific Outcomes** | **Material\**  **Resources** | **Instructional**  **Strategy** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| **At the end of this lesson, students should be able:**  **To participate in a group discussion about the old and new parts of one’s school**  **• To make a renovation plan**  **• To take part in a well-prepared authentic presentation to the class** | **Student’s Book page 71 • Paper, coloured paper, scissors, marker pens, glue sticks, sticky tape** | **Direct teaching**  **Work with the book**  **Group work**  **Pair work** | **Performance based assessment**  **Observation**  **Questions and answers** | **2** | **• Start by discussing students’ answers to the question about the Great Pyramid of Giza from the previous lesson**  **Arrange the class into groups. Then, ask each group to read through their ﬁ rst assignment and go through each of the points in a discussion**  **-They should then work together to discuss each of the points, make notes, and collect or make interesting pictures of the school**  **- By the time they get to points 3 and 4, tell them to imagine that their suggestions will be automatically implemented so they have a great responsibility to make the school as good as possible for all its students**  **- When students have ﬁ nished making their renovation plans, ask each group to come to the front to give their presentation according to the instructions of the second assignment.** | **40 min** |

**Reflection**:

\* Feel satisfied with …………………………………………………………………………

…………………………………………………………………………………………………………………

\* Challenges that faced me ………………………………………………………………

…………………………………………………………………………………………………………………

\*Suggestions for improvement ………………………………………………………

**(Daily follow – up table)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Day & Date** | **Section** | **Period** | **Fulfilled**  **Outcomes** | **Homework** |
| **Sun.**  **Mon.**  **Tues.**  **Wed.**  **Thurs.** |  |  |  |  |