

Lesson Plan

Class: Eleventh Grade

Module (5) Unit (8) (Communication)

Page No (1)

Previous Learning:
Vertical Integration

Number of classes:
Horizontal Integration:

Duration: from/...../ to/...../

Lesson title: The Language of Braille

N	Specific Outcomes	Materials/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Ss are expected be able to :</p> <p>Be familiar with following points:</p> <ul style="list-style-type: none"> - Make and confirm prediction about the Braille system based on prior knowledge and evidence from the text. - Demonstrate understanding of an informational text about the Braille system by answering comprehension questions. 	<p>Student's Book pages :64+65</p> <p>Dictionaries Glossary page 73 in activity book.</p> <p>The board</p> <p>Cassette</p> <p>Worksheets</p>	<p>1-9</p> <p>1-3</p> <p>3-1</p> <p>3-8</p>	3-8	2	<ul style="list-style-type: none"> - Warm up the class. - Make a general discussion about ways of communication in general. - Talk about blind people and how they can communicate. - Ask them to look at the photograph and to talk about them. And ask them if they know the name of the person in the middle photograph. (It is Louis Braille). - Ask them to read the text silently. - Ask and answer related questions about the language of braille and its importance. - Explain any difficult idea, and give them the meanings of the new words. -In pairs, students should read the questions, and answer them. - Go around and provide help when needed. 	<p>10- 15 Mins</p> <p>5-10 Mins</p> <p>10-15 Mins</p> <p>10 Mins</p>

Day & Date	Section	Period	Fulfilled Outcomes	Homework

(Daily follow –up table)

Reflection:

I feel satisfied with:

Challenges that faced me:
 Suggestions for improvement

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Form#QF71-1-49rev.a

Lesson Plan

Class: Eleventh Grade

Module (5) Unit (8) (Communication)

Page No (2`)

**Previous Learning:
Vertical Integration**

Number of classes:

Horizontal Integration:

Duration: from/...../ to/...../

Lesson title: Narrative tenses (Grammar)

N	Specific Outcomes	Materials/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Ss are expected be able to :</p> <p>Be familiar with following points:</p> <p>- To engage in the discussion using narrative tenses.</p>	<p>Student's Book pages : 65</p> <p>The board</p> <p>Worksheets</p>	<p>1-7</p> <p>1-8</p> <p>3-8</p>	3-2	1	<p>- Warm up the class.</p> <p>- Briefly revise past tenses. Remind them that we use the past perfect to describe the earlier of two actions in the past, and the past continues to describe a repeated activity in the past.</p> <p>- The students can refer to Grammar Notes section on page 67-68, if they need to.</p> <p>- Explain the use of narrative tenses. And give the students written examples on the board.</p> <p>- Read the instruction and tell the students to look at the example.</p> <p>- Students work in pairs to explain why the verb tenses are used.</p> <p>- Ask the students to do the tasks number (5+6). Then check answers with class.</p> <p>- Go around and provide help when needed.</p>	<p>5-10mins</p> <p>5mins</p> <p>10-20 Mins</p> <p>5-10 Mins</p> <p>10 mins</p>

Day & Date	Section	Period	Fulfilled Outcomes	Homework

(Daily follow –up table)

Reflection:

Challenges that faced me:

Suggestions for improvement

I feel satisfied with:

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Form#QF71-1-49rev.a

Lesson Plan

Class: *Eleventh Grade*

Module (5) Unit (8) (Communication)

Page No (3)

Previous Learning:

Vertical Integration

Duration: from/...../ to/...../

Number of classes:

Horizontal Integration:

Lesson title: **Vocabulary “parts of a newspaper”**

N	Specific Outcomes	Materials/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strate gy	Tool		

1	<p>Ss are expected be able to : Be familiar with following points:</p> <ul style="list-style-type: none"> - To use context to determine the meaning of unknown words. - Confirm and clarify word meaning using dictionaries. - respond to analytical questions before, during and after listening to a young journalist talking about his work. 	<p>Student's Book pages : 66</p> <p>Dictionaries.</p> <p>Glossary –AB page (73)</p> <p>Cassette</p> <p>Newspaper</p> <p>The board</p> <p>Worksheets</p>	<p>1-3</p> <p>1-7</p> <p>1-8</p> <p>3-8</p>	4-3	1	<ul style="list-style-type: none"> - Warm up the class. - Briefly make a general discussion about newspapers and magazines, and ask the students about kinds of stories they like to read. - bring some newspaper into class for the students to use for exercise number 2. - use vocabulary of newspaper and parts of newspaper. - bring more than one example of each of the key words which are listed in the box. - On the board, draw the diagram in the teacher book page 104. - choose students to read the words from the box a loud and check pronunciation. - In pairs students do exercise number 2. - Monitor as they are working and help them with vocabulary if necessary. - check answers with the class. 	<p>5-10 mins</p> <p>5-10 mins</p> <p>5-10 Mins</p> <p>5-10 Mins</p> <p>10-15 mins</p>
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

(Daily follow –up table)

Reflection:

Challenges that faced me:

Suggestions for improvement

I feel satisfied with:

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Form#QF71-1-49rev.a

Lesson Plan

Class: Eleventh Grade

Module (5) Unit (8) (Communication)

Page No (4)

Previous Learning:

Number of classes: (2 hours)

Vertical Integration

Horizontal Integration:

Duration: from/...../ to/...../

Lesson title: Reading “ Fifty things to do ...”

N	Specific Outcomes	Materials/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Ss are expected be able to :</p> <p>Be familiar with following points:</p> <ul style="list-style-type: none"> - To take part in a discussion about childhood activities. - To write one paragraph about personal childhood experiences. 	<p>Student's Book page :67</p> <p>Dictionaries</p> <p>The board</p> <p>Worksheets</p>	<p>1-3</p> <p>1-7</p> <p>1-9</p> <p>3-1</p> <p>4-3</p>	<p>2-2</p> <p>4-3</p>	2	<ul style="list-style-type: none"> - Warm up the class. - Make a general discussion about childhood and about skills that they had learnt. - Ask the students to look at the photographs and say what they can see. - In pairs, ask the students to read the questions and discuss them. Then they share their ideas with each other. - Tell them that they are going to read a newspaper article about childhood activities. - After reading, students will complete the task in pairs. - Ask the students to read the question in activity number "8". Then make three groups and answer the question. Then students share their ideas using past perfect tense. - For the writing "9", students read the instructions. Then they will go through the activities in the box. - Students will write their paragraphs. - Go around and provide help when needed. - When they have finished, choose one or two students to read their paragraphs. 	<p>5-10 mins</p> <p>5-10 mins</p> <p>10-15 Mins</p> <p>10 mins</p> <p>10-20 Mins</p> <p>5-10 mins</p>

Day & Date	Section	Period	Fulfilled Outcomes	Homework

(Daily follow –up table)

Reflection:

Challenges that faced me:

Suggestions for improvement

I feel satisfied with:

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Form#QF71-1-49rev.a
Lesson Plan

Class: Eleventh Grade

Module (5) Unit (8) (Communication)

Page No (5)

Previous Learning:

Number of classes: 1

Vertical Integration

Horizontal Integration:

Duration: from/...../ to/...../

Lesson title: Reading lessons 5+6

N	Specific Outcomes	Materials/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p><i>Ss are expected be able to :</i></p> <p><i>Be familiar with following points:</i></p> <p>- read various types of texts to match them with their headings.</p> <p>- scan an exposition for particular information.</p>	<p>Student's Book page :68</p> <p>Activity book page 79.</p> <p>Dictionaries</p> <p>The board</p> <p>Worksheets</p>	<p>1-3</p> <p>1-7</p> <p>1-9</p> <p>3-1</p> <p>4-3</p>	4-3	2	<p>- Warm up the class.</p> <p>- Make a general discussion about newspaper articles in our daily lives.</p> <p>- Tell the students that they are going to look at four newspaper articles.</p> <p>-In groups, students read the question and answer it.</p> <p>- Then check the answers with the class.</p> <p>-Ask the students to read the articles very quickly to match the four headlines with the correct articles.</p> <p>-At the end of the exercise ask the students to complete assessment tool 9 in the activity book page 79 to evaluate their reading skill for the exercises number 1 and 2.</p> <p>- Go around and provide help when needed.</p>	<p>5-10 mins.</p> <p>10- 15 mins</p> <p>5- 10 mins</p> <p>10 mins</p>

Day & Date	Section	Period	Fulfilled Outcomes	Homework

(Daily follow –up table)

Reflection:

I feel satisfied with:

Challenges that faced me:
 Suggestions for improvement

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Form#QF71-1-49rev.a

Lesson Plan

Class: Eleventh Grade

Module (5) Unit (8) (Communication)

Page No (6)

Previous Learning:
Vertical Integration

Number of classes: 1

Horizontal Integration:

Duration: from/...../ to/...../

Lesson title: Reading lessons 5+6

N	Specific Outcomes	Materials/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Ss are expected be able to :</p> <p>Be familiar with following points:</p> <p>- Engage in a discussion about telling stories.</p> <p>- Write well -organized and coherent paragraphs to tell an unusual story.</p>	<p>Student's Book page 69</p> <p>Activity book page 46+47</p> <p>Dictionaries</p> <p>The board</p> <p>Worksheets</p>	<p>1-3</p> <p>1-7</p> <p>1-9</p> <p>3-1</p> <p>4-3</p>	4-3	2	<p>- Warm up the class.</p> <p>- Make a general discussion about means of communication.</p> <p>-Ask the students to look at the book and read the instructions.</p> <p>- Ask them to look for the words that are forms of communication rather than words that are connected with communication.</p> <p>- Ask the students to complete the task in pairs. Then check their answers with the class.</p> <p>- Ask them to read the extract from a novel quickly.</p> <p>- Discuss it with the students.</p> <p>- ask the students to write about unusual or exciting event that happened to them when they were children.</p> <p>- Provide help when needed.</p>	<p>5-10 mins.</p> <p>10- 15 mins</p> <p>5- 10 mins</p> <p>10 mins</p>

Day & Date	Section	Period	Fulfilled Outcomes	Homework

(Daily follow –up table)

Reflection:

I feel satisfied with:

Challenges that faced me:

Suggestions for improvement

Note: Keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Form#QF71-1-49rev.a

Lesson Plan

Class / Level :Eleventh (grade)

Unit title : food

Number of Classes

Duration : from.....to

Lesson title: different culture different food

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	confirm and clarify word • meaning using dictionaries and glossaries	Student's Book pages 72/73	Direct. T Q and answers	Systema tic Observat ion	2	You can start this unit off by getting students to list foods that they love and hate, and foods they know how to make. Put them into groups of four and get them to talk about these foods. Read the questions to the students and clarify that 'try' has the same meaning as 'taste'. Get them to look at the pictures at the top of page 72 and discuss the questions in pairs. Get one student from the pairs to give feedback. Explain to the students that they are going to listen to and read an article about different foods around the world and answer the question. Before they do, see if anyone can name any famous foods from around the world not already talked about in exercises 1 or 2. Students should read through the questions and choose two that they wish to answer on their own. As usual, they should try to answer the questions before reading again, and then read through the text (with the cassette/CD playing) again to check	M 15 -
2	scan an exposition for • particular information		Activity based L oral presentation				
-3	demonstrate understanding • of an informational text about food by answering comprehension questions	Activity book p73/74 glossary		Commun icat-ion/ Question s			M 25 -
4	engage in a discussion to • understand details about your partners' favourite dishes	Work book 49	Direct teaching Work with the book				M 15 -
		Worksheet		Random Observat ion			-

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me

..... Suggestion for improvement -3

: Signature School principle Date :

: Date :Signature Supervisor

Lesson Plan

Class / Level :Eleventh (grade)

Number of Classes

Prepared by :T.Sana'a Almohor

Unit title : food

Lesson title: causative

Vertical Integration:

..... Duration : from.....to

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	organise information to develop a • central idea using well-linked paragraphs	Student's Book pages 59	Direct. T Q and answers	Systema tic Observat ion	2	Direct students' attention to the sentences from the article in exercise 5. Ask them to discuss the meaning of each sentence in groups of three. Remind them they should check their ideas against the text on the opposite page, making sure that their ideas make sense within the text. Remind them they can check the <i>Grammar notes</i> on page 69 of the Activity Book to get So, for instance, question 1 could be rephrased as 'We asked someone to pick the fruit from the tree (and they did it).' Do not overcorrect here, as long as they have grasped the meaning of the .structure Let students do the rest of the questions in their groups of three, monitor and then check answers as a .class For the second part of the exercise, go through possible	M 15 -
-2	edit and proofread your partner's • written work to produce fi nal drafts with correct standard English:spelling, punctuation, usage and grammar	Dictionaries • – Glossary • Activity Book pages 40	Activity based L oral presentation Direct teaching Work with the book	Commun icat-ion/ Question s Random Observat ion			M 15 - M 15 - M 20 - M 25 -

						,situations in which the causative is useful or natural such as <i>getting your hair cut, having your house painted, wanting your bedroom redecorated, having your food cooked</i> Write key words for these sentences on the board so that less-able students can access the sentences, but tell students they should try to write more adventurous sentences if they can	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me

.....Suggestion for improvement -3

: Signature School principle Date :.....

: Prepared by: T.Sana'a Almohor

: Date :.....Signature Supervisor

Lesson Plan

Class / Level :Eleventh (grade)

Unite title :food

Number of Classes

Duration : from.....to

Lesson title: ACTIVITY BOOK

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	TO answer the exercises on the Activity Book, page 49, exercises 1 and 2	Student's Book pages 59 Dictionaries • – Glossary • Activity Book, page 49, exercises 1 and 2	Direct. T Q and answers Activity based L oral presentation Direct teaching Work with the book	Systematic Observation Communication/ Questions Random Observation	2 To introduce exercise 1, write <i>raw</i> and <i>uncooked</i> on the board. Do not let students open their books yet Ask a student to tell you about the two words. They should be able to work out that they are synonyms Once they have discovered this, get them to work in pairs to write a sentence using either word. Tell them to swap sentences with another pair and attempt to rewrite the sentence using the other word Tell students to open their Activity Book at page 49 and to look at exercise 1. Explain that they need to read the words in the box and then match <i>one</i> word from each sentence with a word from the box., Give them time to complete the exercise alone ,For exercise 2, review the causative quickly Ask students to discuss the sentences in pairs. How are they different, in terms of structure, and in terms of meaning? (The first sentence is just <i>want</i> + the infinitive, and the second sentence is the causative <i>want</i> + ,object + past participle meaning that you want someone to do something for you.) Emphasise the importance of word order here in meaning. Tell students to look at exercise 2 and read the instructions	M 15 - m 25 M 15 -
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
				A B, page 40 EX.2,3.4

: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me.....

..... Suggestion for improvement -3
 : Signature School principle Date :..... Prepared by : T.Sana'a Almohor
 : Date :.....Signature Supervisor

Class / Level :Eleventh (grade)
 Number of Classes
 Duration : from.....to
 Vertical Integration:

Unite title : food
 Lesson title: the history of pizza
 Horizontal Integration:
 Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	scan an exposition for particular information	Student's Book pages 74/75	Direct. T Q and answers	Systematic Observation	2	Draw a quick picture of a pizza that you like on the board. The more toppings it has, the better. Students guess what the toppings are that you have drawn. Tell students to work in pairs and discuss the question separate the ingredients into different groups such as meat, vegetables, cheese, etc .What else do students know about pizza? Brain storm anything they come up with on the board to check .later, after reading the article Ensure students' books are closed. Dictate the question and then write it on the board for students to check their versions against. Students discuss this question in threes	M 15 -
-2	demonstrate understanding of an informational text about the history of pizza by answering comprehension questions	Dictionaries • – Glossary • Activity Book pages 50	Activity based L oral presentation Direct teaching Work with the book	Communication / Questions Random Observation		Ask students to tell you a few more things they remember from the article before they read it again and answer the questions. Have a class discussion to set any facts straight. Write some of the students' favourite facts up on the board, making sure that you write them rephrased from the text as much as possible	M 15 - M 20 - M 25 -

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				A B, page 40 EX.2,3.4

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: Reflection

1- I feel satisfied with

2- Challenges that faced me

.....

Suggestion for improvement -3

: Signature School principle Date :.....

Prepared by : T.Sana'a Almohor

: Date :.....Signature

Supervisor

Lesson Plan

Class / Level :Eleventh (grade)

Number of Classes

Duration : from.....to

Unit title : food

Lesson title: pronunciation

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	pronounce graphemes with different sounds	Student's Book pages 75	Direct. T Q and answers	Systematic Observation	2	Play students the recording twice as they read the words. Ask them if they notice anything about the words they are listening to and reading. They should discuss this in pairs. Get feedback from the class, and tell them that they are all pronounced very differently from how they look. Ask students to look at the word <i>mozzarella</i> and tell them to find another word that has a similar pronunciation within the article (<i>pizza</i> (/Ask them how they pronounce the zz in pizza (/ts Tell students to cover the yellow box and look at the healthy-eating plate. Can they name the food groups	M 15 -
2	elicit information from someone by asking appropriate questions orally	Dictionaries •	Activity based L oral presentation				
3	interview your partner about the topic of food	– Glossary •		Communication/ Questions			
4	use context clues to determine the meaning of unknown words	Activity Book pages 50	Direct teaching Work with the book				M 25
5	present information by referring to a character			Random Observation			M 15 -

						<p>that the plate is separated into? Once they have looked at the plate and discussed with a partner, they should check their ideas in the yellow box. When they have finished doing this, they should try to name as many items on the plate as they can. Ask the students if they remember what the word 'ingredients' means. Write it on the board and have them pronounce it carefully. Tell them to go back to the text and read through it quickly, underlining all the words for ingredients. They should then put these foods into the healthy-eating plate in exercise 6</p>	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
				A B, page 40 EX.2,3.4

: Reflection

1- I feel satisfied with

2- Challenges that faced me

.....
 Suggestion for improvement -3

: Signature School principle Date :.....

: Prepared by T.Sana'a Almohor

: Date :.....Signature

Supervisor

Lesson Plan

Class / Level :Eleventh (grade)

Number of Classes

The Duration : from.....to

Vertical Integration:

Horizontal Integration:

Unite title : food

Lesson title: speaking

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	engage in a discussion to understand details about the Jordanian dish, <i>makmura</i>	Student's Book pages 76	Direct. T Q and answers	Systematic Observation	2	Write <i>makmura</i> on the board. Ask if any students can explain to you what it is. Say you are going to pretend not to know what it is so they have to be very careful when trying to explain. Read the questions to the class and tell them they must answer them in pairs. Then share answers as a class.	M 15 -
-2	read a functional text to • perform a task	Dictionaries • – Glossary •	Activity based L oral presentation	Communication/ Questions		Students should work together in pairs to decide how <i>makmura</i> is made. To start this off, they need to put the pictures in exercise 2 into the order they think they go in.	M 15 -
3	recognise tone in spoken • language for expressing instructions	Activity Book pages 51	Direct teaching Work with the book	Random Observation		Tell students they are going to listen to a conversation about making <i>makmura</i> . Tell them they must listen to check their answers from exercise 2 first of all. Play the cassette/CD and get students to raise their hands silently if they hear one of the steps in the recording. When it is finished, stop the cassette/CD and get students to compare their revised orders. Go through the <i>Listening strategies</i> box with the students and help them with any queries they might have. Then, ask them if Nada's instructions were clear.	M 15 - M 10 -

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me

..... Suggestion for improvement -3

: Signature School principle Date :.....

: Prepared by T.Sana'a Almohor

: Date :.....Signature Supervisor

Lesson Plan

Class / Level :Eleventh (grade)

Number of Classes The Duration : from.....to

Unite title :food

Lesson title: writing

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	respond to analytical questions • before, during and after listening to a Jordanian recipe	Student's Book pages 77	Direct. T Q and answers	Systema tic Observat ion	2	Tell students they are going to read some texts about favourite foods. Ask a few students what their favourite ?food is – do they know how to make it	M 15 -
-2	use context clues to determine the • meaning of unknown words	Dictionaries • – Glossary •	Activity based L oral presentation		Students work in groups of three, reading one text each, and explaining the text to the others in their group. The whole group then looks at the pictures and decides which one belongs to which description	M 15 -	
3	scan an exposition for particular • information	Activity Book pages 52	Direct teaching Work with the book	Commun icat-ion/ Question s	Once students have matched the photographs with the texts, they should read through the articles alone once more, and decide which of the alternatives is the correct one in each case. Remind them that they can use a .dictionary to look up any words they are unsure of	M 15 -	
4	produce a recipe for your favourite • dish			Random Observat ion	Students should then mime one of the cooking verbs to a different partner, using the verbs they have learnt in this lesson, and the new partner must guess which one .they are referring to Go through the Writing strategies box with the students, answering any questions. Tell them they can use the model on page 76, as well as all the cooking verbs and vocabulary in this lesson and the one before. you can use the template to model writing a recipe for the students. Tell them they are now going to write	M 20 - M 25 -	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me

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

: Signature School principle Date :.....

: Date :.....Signature Supervisor

Prepared by : T.Sana'a Almohor

Lesson Plan

Class: Eleventh Grade

(Module Title (4) Earth's resources

Page No (1

Previous Learning:

Number of classes: 2 ical Integration

Horizontal Integration

Duration: from 8/2/201 to 11/2/201

Theme

Lesson title:: 1 +2

N	Specific Outcomes	/Materials Resources	Instructional Strategy	Assessment		Procedures	Duration
				Sgy	Tool		
1	:Ss are expected to be able to						
	Clarify the meanings of the new words correctly using glossaries and .dictionaries	Student's Book pages 43-45	Direct. T Q and answers	Systematic Observation		Greeting and warming up! After welcoming students, T. explains to them that in this module they are going to be talking about natural resources; renewable and non-renewable. They look at the pictures discussing what they can see and for what purpose they are, trying to answer the questions. Then they talk about how careful they are with the use of electricity at home. They read the outcomes of the .module together	15-20 mins
	Use context clues to determine the meaning .of unknown words	Activity book p72-73 glossary	Activity based L oral presentation	Communicat-ion/ Questions	2	Students describe the pictures to their partners and try to guess what they show. T. reads the questions and they discuss .the questions in groups	5-10 mins
	Demonstrate understanding of an informational about renewable sources of energy text by .answering questions	Work book p31	Direct teaching Work with the book	Random Observation		T. reads the words in the box to the ss. and they repeat them. Now they classify them	mins 10 mins 10

				Worksheet on reported speech					to energy from the sun, and wind. They .check the words in the glossary Ss. are asked to name some other sources of energy and give some details about what they know about them. They talk about the word "renewable". T. and ss. go through the reading strategies box and follow them and then read while they listen and they should fill in the gaps with the words from the box. They listen again and read the conversation to answer some of .the questions	mins 20
Day & Date	Section	Period	Fulfilled Outcomes	Homework						

Lesson Plan

(Module Title (4) Earth's resources
Previous Learning: types of energy sources
Vertical Integration

Page No (1

Class: Eleventh Grade

Number of classes: 3 hours
horizontal Integration
Lesson title:: 1 +2

Duration: from Wed 11/2/201 to 17/2/201

Theme

N	Specific Outcomes	/Materials Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

1	Ss are expected to :be able to	Student's Book pages 43-45	Direct. T Q and answers	Systematic Observation	2	In this class students revise the previous exercises, especially the last text with the questions and do the first exercise in the W.B	10-15 mins	
	Recognise the . /sound /ou							
	Take part in a plan-based discussion about renewable energy sources using reported .speech	Activity book p72-73 glossary	Activity based L oral presentation	Communication/ Questions			Now, T. reads the instructions with the students and then they listen to identify the sound in all three words. T. says them and gets the ss. to say this after her. They refer to the pronunciation table in the W.B. they find other .examples	5-10 mins
	Use internet sources to gain information for a written essay about R.E.S	Work book p31	Direct teaching Work with the book	Random Observation			T. explains the reported speech through exercise y6 in the S.B which tells us about Dr. Green's opinion on renewable energy. They read the passage to get the idea and then they report his idea. T. uses a worksheet to fully explain and make sure they can use the reported speech. They open their W.Bs. to do ex2+3	Two periods
	Write four paragraphs explaining a .concept	Worksheet on reported speech					A free practice of reported speech is used depending on the previous text. Now the move to the W.B to do	15mins'
							mins 40	

						ex.4. T. goes around to .checking their works They read ex.8. In groups, ss. discuss and search a certain renewable source of energy. They start !writing	
Day & Date	Section	Period	Fulfilled Outcomes	Homework			

I feel satisfied with:

Challenges that faced me:
..... Suggestions for improvement

Lesson Plan

Class: Eleventh Grade

(Module Title (4) Earth's resources

Page No (1

Previous Learning:

Number of classes: 1 hour

Vertical Integration

Horizontal Integration

Duration: from 18/2/201 to 24/2/201

Theme

Lesson title:: 3 +4

N	Specific Outcomes	/Materials Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Ss are expected to be able to:					Greeting and warming up! T. and ss. revise the previous lesson talking about types of energy resources. T. asks the students to look at the pictures and guess what kind of sources they are going to talk about. In pairs, they answer Q1. They discuss the meanings of nuclear energy and a physicist. T. tells them they are going to find out about that in ex3	mins 10
	a- confirm predictions about a nuclear physicist on prior knowledge and evidence from the text	Student's Book pages 46-47	Direct. T Q and answers	Systematic Observation	2		
	b- Scan an exposition for particular information	Activity book p72-73 glossary	Activity based L oral presentation	Communication/ Questions		T. and ss. go through speaking strategies box. Five ss. read one sentence and then they close their books trying to remember it. Then, they open their books and check! Now, they work in threes to think about the questions that might go with the sentences in this exercise. T. tells them they can check their QS in ex3	15mins
	c- Use context clues to determine the meanings of unknown words	Work book p32-33	Direct teaching Work with the book	Random Observation		Ss. work in pairs; one reads the text to find out what a nuclear physicist does and one s. reads to find what the questions in ex2 are. They explain to each other that	mins 15

						Then, the interview is roleplayed by ss. in pairs to get a better idea about it. They answer the question in ex3 in pairs and then get feedback from the class. They complete the assessment tool 6 in the A.B p78 for .evaluation	
Day & Date	Section	Period	Fulfilled Outcomes	Homework			

Lesson Plan

(Module Title (4) Earth's resources

Page No (1

Class: *Eleventh Grade*

Previous Learning:

Number of classes: 2 hours

Vertical Integration

Horizontal Integration

Duration: from 18/2/ to

Theme

Lesson title:: 3+4

N	Specific Outcomes	/Materials Resources	Instructional Strategy	Assessment		Procedures		Duration
				Strategy	Tool			

1	Ss are expected to be able to:			Student's Book pages 46-47	Direct. T Q and answers	Systematic Observation	aa	Greeting and warming up! T. and ss. revise the previous lesson talking about nuclear physicist and nuclear energy. T. asks the students to look at the questions in ex.4 and explains to them the four types of multiple-choice questions. Now, they go through the reading strategies box . Next, they read the questions and trying to predict the correct option and compare them with a partner. Now, they read the text again and close their books to concentrate on the needed information. T. asks them to open their books and check whether their predictions are correct by reading the text once more. Discussing the answers in pairs before checking them with the T. In ex.5, ss. practise using near-synonyms in the correct situations in sentences. They check the meanings of the words and match them with their synonyms (W.B ex5). Then they need to match each pair of words with each pair of sentences or single one. Now, they find examples& say them. T. splits the ss. into four groups to work on a source of energy and its advantages and disadvantages. They must find evidences to convince school that this source should be used. Now, they start a debate using their notes in which they represent their source of energy answering any questions asked. Now, .they hold a vote for the best	5-10 mins 35- 30 mins mins 25 mins 15 mins 20
Day & Date		Section	Period	Fulfilled Outcomes	Homework				

Lesson Plan
Class: Eleventh Grade

(Module Title (4) Earth's resources

Page No (1

Previous Learning:

Vertical Integration

Number of classes: 1 hour

Horizontal Integration

Lesson title:: 5+6

Duration: from

Theme

N	Specific Outcomes	/Materials Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		

1	Ss are expected to be able to :			Student's Book pages 48-49	Activity based L oral presentation	Systematic Observation	2	Greeting ss. and warming them up by revising the previous lesson having a .vocabulary competition in groups Now, ss. in pairs should look at the pictures, describe and guess what they see. .Then, they play guess the picture	mins 10					
Respond to analytical questions before, during and after listening to a professor's talk about .non-renewable sources			Activity book p72-73 glossary					Direct. T Q and answers	communicat-i on/ Questions	In ex.2, they listen to a professor talk about different types of non renewable energy in Jordan. They read the question asking them to listen to the text to find out which energy source is not used now but might be valuable later on. T. asks them to tell what they understood from listening and write .(notes on the board. (They listen twice T. tells the ss. to listen to the speech again to complete the notes. T. plays the recording, they listen and write what they hear in their notebooks and compare them with a partner. T. goes round checking and helping students. The whole class checks .the answers Now, they open their W.Bs to do ex. 9+10 doing jigsaw reading. Next, T. writes 3 main energy sources on the board asking the ss. to tell anything they remember	mins 5-10			
Use various vocal clues to understand the ideas and information .when listening											Work book p33-34	Direct teaching Work with the book	Random Observation	15-20 mins
Take part in a plan-based discussion about the best non-renewable energy .source for Jordan														ex. 9- 10
Day & Date		Section	Period	Fulfilled Outcomes	Homework									
					Do homework in									

Lesson Plan

(Module Title (4) Earth's resources

Page No (1

Class: Eleventh Grade

Previous Learning:

Number of classes: 2 hours

Vertical Integration

Horizontal Integration

Duration: from Wed 25/2/201 to 29/2/201

Theme

Lesson title:: 5+6

N	Specific Outcomes			/Materials Resources	Instructional Strategy	Assessment		Procedures	Duration
						Strategy	Tool		
1	:Ss are expected to be able to			Student's Book pages 48-49 Activity book p72-73 glossary Work book p33-34	Activity based L oral presentation Direct. T Q and answers Direct teaching Work with the book	Systematic Observation communicat-ion / Questions Random Observation	2	about each source from the article. All information is written on the board next to each source. Now, ss. check the yellow box and see how many of the words inside it have been mentioned on the board. T. checks vocabulary and derivations with the ss. then they work in pairs to group the words with a, b, and c. the whole .class checks the answers	mins 10 -5
	Defend a position or present information by developing a well- organised presentation about the best non renewable energy source for .Jordan							Now, they choose a non-renewable energy source for the future of Jordan. They work on reasons in pairs to complete the task to give explanations. They roleplay conversation. Students complete the spider diagram about energy types through looking at it and extend it.	mins 15
	Skim an exposition to get .the gist							Then they make sentences. Next, ss. read the text in ex7 in order to find out what it describes. T. reads the text to the ss. T. reads the QS. the ss. read the text again to answer. Then, they check the words and match .them with their definitions	mins 10-15
	Write well-organised and coherent paragraphs with a topic sentence, supporting paragraph and a concluding .sentence							Now, this task is about writing an essay which is about crude oil. T. explains that they will write about it. T. asks them if they agree that crude oil is the most important energy source. In this way, we ask them for their opinions to start writing their topic sentence and .gradually support it and conclude it	mins 5-10
									mins 15-20
								mins 40	
Day & Date		Section	Period	Fulfilled Outcomes	Homework				
					Do homework in				

..... Challenges that faced me: :I feel satisfied with
Suggestions for improvement

(Lesson Plan

Page No (1

Unite title : **Unit 7**

Class / Level : Eleventh grade

Lesson title : **Charles Dickens**

Number of Classes

Vertical Integration:				Horizontal Integration:		Previous Learning	
.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	make and confirm predictions about Charles Dickens based on prior knowledge and evidence from the text	Student's Book pages 58–59	Direct instruction	Performance based assessment	Rating scale	Ask the students if they know the names of any famous writers and ask them if they know any of their books	M 10 -
2	confirm and clarify word meaning using dictionaries and glossaries	Dictionaries • – Glossary •	Exercises Direct reading Work with the book			Tell the students to discuss the questions in the book in Three	M 10 -
-3	demonstrate understanding of an informational text about Charles Dickens by answering questions	Cassette •				Ask the students who already know Charles Dickens or have heard of him to do a hands-up action	M 10 -
						Choose students to read the words from the box aloud to check pronunciation. The students work in pairs to answer the question	M 15 -
						Tell the students that they are going to read a text about Charles Dickens to find out more about him Play the cassette/CD. The students listen and read at the same time The students talk in pairs about what they have found out about Charles Dickens	M 10 -

Duration: from to

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

3- I feel satisfied with

4- Challenges that faced me

.....

..... Suggestion for improvement -3

: Signature School principle Date :.....

Prepared by :

(Lesson Plan

Page No (2

Class / Level :Eleventh (grade)

Unite title : literature

Number of Classes

Lesson title: Grammar followed by gerund or infinitive

Vertical Integration:

Horizontal Integration:

Previous Learning

Duration: from to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Use syntax clues (gerunds • or infinitives) to understand the meaning of a text	Student's Book pages 59		Performance based assessment	2	Read the instructions and tell the students to-1 read the summary themselves, but not to start filling in the gaps	M 10 -
-2						Before they start, explain that there are no rules for whether a verb is followed by a gerund or an infinitive	M 10 -
	Take part in a plan-based • discussion to ask and answer questions using verbs followed by gerunds or infinitives	Dictionaries • – Glossary • Activity Book pages 40				Point out that there is a <i>Grammar notes</i> section -2 on page 67 in the Activity Book	M 10 -
						After finishing, they should work in groups of -3 ,three asking and answering the questions round in turns; for instance, Student A asks Student B a question, then .Student B answers and asks Student C a question	M 15 -
						Monitor to check they are using the correct verb -4 forms. If students finish these questions, they can .write their own	M 10 -
						Tell them to check with you after they have -5 written them so that you know they are using the	

						correct forms. Get a few groups to ask the rest of the class their questions	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

1- I feel satisfied with

2- Challenges that faced me

..... Suggestion for improvement -3

: Signature

School principle

Date :.....

Prepared by :

: Date :.....Signature

Supervisor

(Lesson Plan

Page No (3

Class / Level :Eleventh (grade)

Unit title : literature

Number of Classes

Lesson title: types of books

Vertical Integration:

Horizontal Integration:

Previous Learning

Duration : from to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	use context clues to determine the meaning of unknown words	Student's Book pages 60	Direct Instruction	Performance based assessment	2	.Ask the students to look at the words in the box-1 Mouth the words without saying them aloud. Students should guess which word you are mouthing	M 10 -
-2	pronounce a number of diphthongs •	– Glossary •				The students work in groups of three to complete-2 the task. Monitor as they are working and help them with vocabulary if necessary. Check answers as a class	10M -
	present evidence clearly to give • reasons for liking and not liking certain types of books	Activity Book pages 40				.Tell students to listen to the words in the box-3 Play the cassette/CD and model the pronunciation for students to copy as they read. Say a sentence or two with the words in to give students natural sound context, pointing out the underlined vowels as you say them	M 10 -
	respond to analytical questions • before, during and after listening to people talking about books					Ask the students to read the questions. Tell them-4 to discuss the answers with their partner. Ask a few pairs of students to share their ideas with the class	M 15-
	assess the quality of the speaker's • presentation style by using criteria such as tone of voice					Encourage students to respond to each other's-5 answers, and ask further questions	M 10 -

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

1- I feel satisfied with

2- Challenges that faced me

..... Suggestion for improvement

: Signature School principle
: Date :Signature
(Lesson Plan

Date :
Supervisor

Prepared by :

Class / Level :Eleventh (grade)
Number of Classes

Page No (4
Unit title : literature
Lesson title: types of books

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Identify the main idea of a taped talk on topics of personal or academic interest	Student's Book pages 61	3 – 1 / 1 – 1 8 – 1 / 7 – 1 9 – 1	/ 3 – 1 6 – 1 / 2 – 2 2 – 3 / 3 – 4 1 – 5	4	Ask students to work in small groups giving their opinion about any book of their choice, paying special attention to their tone of voice	M 10 -
-2	use an appropriate tone to influence the audience	– Glossary •	3 – 3 / 1 – 3 8 – 3			Tell the students that they are going to listen to-2 the speakers again. Tell students to read through the questions first. Students listen while you play the cassette/CD again. As they listen, they should answer the questions	M 20 -
-3	engage in a discussion to express opinions about books	Activity Book pages 41	4 – 4 / 1 – 4 9 – 4 / 8 – 4				M 15 -
-4	produce written responses to questions about one's favourite book					Tell the students that they are going to listen-3 again This time, they need to listen carefully and complete the sentences to show how the speakers express their opinions As they listen, they should complete the-4 sentences. You can pause the cassette/CD after each sentence if you wish	M 10

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				SB page 41 ex.8

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: Reflection

1- I feel satisfied with

2- Challenges that faced me

..... Suggestion for improvement -3

: Signature School principle Date :.....

Prepared by :

: Date :.....Signature
(Lesson Plan Supervisor

Page No (5

Unite title : literature

Lesson title: Oliver twist

Class / Level :Eleventh (grade)

Number of Classes

Vertical Integration:

Horizontal Integration:

Previous Learning

Duration : from to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	scan an exposition for particular information •	Student's Book pages 61	Direct instruction	Performance based assessment	2	Ask the students what they would expect to find-1 on theback of a book. Introduce the word <i>blurb</i> (the writing on the back of a book to tell you a bit about it). Then read the question and ask the students to discuss the question in pairs	M 15 -
-2	demonstrate understanding of a book review by answering questions •	– Glossary •					M 15 -
-3	translate informational and literary reading materials from English into Arabic •	Activity Book pages 41ex 5,6				Tell the students that they are going to read a-2 review of <i>Oliver Twist</i> . Read the question and give the students plenty of time to read the review	M 10 -
						Tell the students that they are going to read the-3 review again in detail. Read through the questions first and check that the students understand each one	M 15 -

						The students check their answers in pairs. Then-4 check .answers as a class	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
				SB page 41 ex9.10

: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me

.....
..... Suggestion for improvement -3

: Signature School principle Date :.....

Prepared by :

: Date :.....Signature
(Lesson Plan Supervisor

Page No (6

Class / Level :Eleventh (grade)
Number of Classes

Unite title : literature
Lesson title: Oliver Twist (speaking)&A.B

Vertical Integration:

Horizontal Integration:

Previous Learning
Duration: from to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	take part in a plan-based • discussion about different Books	Student's Book pages 61 crassest •	Direct teaching Question and answers	Performa nce based assessm ent Debate	2	Read the instructions and ask the students to-1 look at the first sentence. Ask them which question from the box this sentence answers (Who is the main .(?character	M 10 - M 15 -
-2	read for enjoyment texts • recommended by peers	– Glossary •	Group work Pair work			Read the instructions and ask the students to-2 think of a book that they know well so they can ask and answer .the questions from exercise 4	M 10 -
-3	produce a blurb and a review of a • book	Activity Book pages 42ex 9,10				Students work in pairs to ask and answer the-3 questions .in the box from exercise 4 Refer to page 173 of the Teacher's Book for a-4 sample of a blurb and book review with useful language for students to use. You can use this when you model the .task to the students	M 15 -

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				SB page 42 ex11

: Reflection

- 1- I feel satisfied with
- 2- Challenges that faced me

.....

..... Suggestion for improvement -3

-4

(Lesson Plan

Page No (50

Unite title : Natural resources in Jordan

Class / Level : 11th grade

(Number of Classes : 2 classes

Lesson title : Mastermind (quiz show

:Vertical Integration:

Horizontal Integration

/ / / Duration : from / / 2015 to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are expected to be able : to a. make predictions about different sources of energy b. confirm and clarify word meaning using dictionaries and glossaries c. scan an exposition for particular information	SB. P50- 51 Dictionaries Glossary – AB p 72- 73 Cassette/CD AB .p 35	Direct teaching			Telling students to look at the photographs, .1 asking them to work in pairs to decide what the pictures show Asking students to work in pairs to find the .2 adjectives and decide whether the remaining .words are adverbs, nouns or verbs Students check the words they don't know in .3 .the AB or in the dictionary Reading the question ,asking them what kind of.3 subjects they expect to be through up on a quiz ,about the subject of natural resources Asking students to follow the quiz show in .4 their books and to answer the questions	M 15 - M 15 - M 15 15M - M 15

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

1- I feel satisfied with

2- Challenges that faced me

..... Suggestion for improvement

: Prepared by

: Signature School principal Date :.....

(Lesson Plan

Page No (50 ,51

Class / Level : 11th grade

Number of Classes : 5 classes

Unit title : Natural resources in Jordan
/ Lesson title : quiz show /mastermind

Vertical Integration:

Horizontal Integration:

Previous Learning

/ / / Duration : from / / 201 to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are expected to be able : to a. d. demonstrate understanding of an informational text about a quiz show by answering comprehension questions b. elicit information from someone by asking appropriate questions orally c. produce a report about a quiz show using reported speech	SB. P50- 51 Dictionaries Glossary – AB p 72- 73 Cassette/CD AB .p 35 Work sheet about Reported questions	Direct teaching Questions and answers		Check list Rating scale	Playing the cassette and getting students to.1 discuss in pairs what they think the answers are	M 15 -
						Telling students that they are going to listen.2 again to the recording ,first with books closed ,getting a few students to try to remember the questions that were asked ,then have other students check	M 15 -
						When the recording has finished. Students .3 should work in pairs to discuss what they have found out	m 20
						Teacher explains reported questions by writing .4 examples on the board ... using worksheet.. students give their own examples ..changing questions into reported ... doing exercises in AB and SB	2periods
						Reading the instructions with the students .5 (exercise 60) then putting students into groups of three and nominate the students A B C .. Students use the questions and report the questions in their SB to start with Referring to p 172 of the TB for a sample review .6 of a programme and for examples of language Explaining that they are going to write a review .7 of Mastermind, Going through the Writing strategies box with the students ... students read ..their reviews	20
							10
							20

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

..... I feel satisfied with.1

..... Challenges that faced me.2

Suggestion for improvement

: Signature School principle Date :..... Prepared by :

: Date :.....Signature Supervisor

(Lesson Plan Page No (52,53

Unite title : Natural resources in Jordan Class / Level : 11th grade
Number of Classes Lesson title: Water resources in Jordan /reading
Lesson 2&3

Vertical Integration: Horizontal Integration: Previous Learning Duration : from /
/ / / / 201 to

No .	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duratio n
				Strategy	Tool		

	<p>:Students are expected to be able to</p> <p>Make and confirm predictions .1</p> <p>about water usage in Jordan based</p> <p>on prior knowledge and evidence</p> <p>.from the text</p> <p>Scan an exposition for particular .2</p> <p>information</p> <p>produce written responses to .3</p> <p>analytical comprehension questions</p> <p>related to a text read in class</p>	<p>SB. P52- 53</p> <p>AB p 36</p>				<p>Telling students to look at the photographs, .1</p> <p>asking them what they think the word represent</p> <p>.(means (show</p> <p>Having the students discuss the three pictures in .2</p> <p>groups of three. Students should use sentences</p> <p>starters such as Maybe ...perhaps I think ...</p> <p>(reminding students of this language before they</p> <p>.start discussing</p> <p>Students read the text and check their answers to .3</p> <p>exercise 1</p> <p>Dividing the reading task as follows: putting .4</p> <p>students in pairs and nominating student A and B in</p> <p>each pair. Student A reads the first two paragraphs,</p> <p>and student B reads the bulleted text. they then read</p> <p>report to each other what they have read</p> <p>Students re-read the text and answer the .5</p> <p>questions with paraphrases so they must fully</p> <p>understand what they are reading</p> <p>Checking the students' answers .6</p>	<p>M 15 -</p> <p>M 15 -</p> <p>M 15 -</p> <p>M 20 -</p> <p>M 25 -</p>
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Activity Book, pages 37–38, exercises 10, 11, 12 and 13

: Reflection

..... I feel satisfied with.1

..... Challenges that faced me.2

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..... Suggestion for improvement

Number of Classes

Lesson title : Water resources in Jordan/vocabulary/writing

Lesson 2&3

Vertical Integration:

Horizontal Integration:

Previous Learning Duration : from / / / / 2015 to

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
	Students are expected to be able : to	SB. P50- 51				Directing students' attention to the words and .1 phrases 1-11 in this exercise and asking them to find the best –fitting synonym in each case from the . text	M 15 -
	a.Use knowledge of synonyms to determine the meaning of new vocabulary	Dictionaries					M 15 -
		Glossary – AB p 72- 73				Explaining to students that they must use the .2 vocabulary they have been working on to complete .the text	M 15 -
	b. recognize tone in spoken language for expressing advice, instructions, warnings ,threats , regrets, blame , complains and .excuses	Cassette/CD				Students start exercise 7 by reading the .3 sentences aloud to each other without giving them any clues. Let them come to their own conclusion about how the sentences should be read Asking students "what situations they might say .4 the sentences in and how this might influence the way they say it , then play the cassette and let them hear the recording of native speakers	M 20 -
		AB .p 35					M 25 -

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

..... I feel satisfied with.1

..... Challenges that faced me.2

Suggestion for improvement

-3

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: Signature School principle Date :.....
: Date :.....Signature Supervisor

Prepared by :

(Lesson Plan (1

Class / Level :Eleventh (grade)

Number of Classes

Duration fromto

Unite title : Ancient civilisations

Lesson title: who were the Nabateans

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Make and confirm predictions • about Petra and the Nabateans based on prior knowledge and evidence from the text	Student's Book pages 78-79	Direct. T Q and answers	Systematic Observation	2	Ask the students if they have ever been to Petra and if so, what they saw there. Now ask them to discuss the questions and try to guess what people used to do in these places	M 10 -
-2	Demonstrate understanding • of an informational text about the Nabateans by answering comprehension questions	Activity book glossary	Activity based L oral presentation	Communication/ Questions		Tell the students they are going to read and listen to a text about the people who lived in Petra a very long time ago. Ask students to read the title and try to answer the question based on their prior knowledge about the Nabateans	M 15 -
		Worksheet on The text	Direct teaching Work with the book	Random Observation		Tell the students that they are going to read and listen to the article again. Read through the questions first. Tell the students to leave questions 5, 6 and 7 until after they have finished listening to the text. Students check their answers in groups of three. Then check answers as a class. Monitor their speaking and correct only if form	M 15 -

						<p>obscures the meaning of what they are saying.</p> <p>Join in discussions if groups need some ideas to scaffold their .conversations</p>	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

5- I feel satisfied with

6- Challenges that faced me

..... Suggestion for improvement -3

: Signature School principle

Date :.....

Prepared by : T.

: Date :.....Signature

Supervisor

(Lesson Plan(2

Class / Level :Eleventh (grade)

Unite title : **Ancient civilisations**

Number of Classes : **duration fromto**

Lesson title: **modal verbs of possibility in the past**

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	Engage in a discussion • using modal verbs of possibility in the past	<p>Student's Book pages -79</p> <p>Activity book glossary</p> <p>Worksheet on the lesson Modal verbs) of possibility (in the past</p>	<p>Direct. T Q and answers</p> <p>Activity based L oral presentation</p> <p>Direct teaching Work with the book</p>	<p>Systema tic Observat ion</p> <p>Commun icat-ion/ Question s</p> <p>Random Observat ion</p>	2	<p>Write the time and day on the board, then say to the students It must be [8.30] on [Wednesday] because and elicit an answer (we are having an English lesson).Remind the students that we can use must + infinitive to talk about things you are sure about in the present. Ask the students which modal verbs you can use if you are less sure about something (could or might) and elicit sentences which use these modal verbs e.g. It could be a hot summer. / It might rain tomorrow</p> <p>Read the instructions for the exercise. Explain..... that when we speculate about the past, we use the same / modal verbs followed by the past participle (must could / might + have been, etc.) Point out that there are Grammar notes on page 69 of the Activity Book. The students can refer to this if they need to Tell the students that we don't know very much... about the Nabateans. That's why, we cannot be certain about what their life was like. Ask students what language they know that we can use if we are not certain (Give an example such as They probably ate food like the food that the Romans ate</p>	<p>M 15 -</p> <p>M 15 -</p> <p>M 15 -</p> <p>M 20 -</p> <p>M 25 -</p>
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
				, A B, page 53 EX.3

: Reflection

- 3- I feel satisfied with
- 4- Challenges that faced me

..... Suggestion for improvement -3

: Signature School principle Date :.....

: Date :.....Signature Supervisor

Prepared by :T. r

(Lesson Plan(3

Ancient civilisations Class / Level :Eleventh (grade)

Unite title :

Number of Classes

duration fromto

Lesson title: The Minoan civilisation

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Make and confirm predictions about the Minoans based on prior knowledge and evidence from the text Make judgments and draw supported conclusions about the Minoan civilization Confirm and clarify word meaning using dictionaries and glossaries	Student's Book pages -80 Activity book glossary Worksheet on the text	Direct. T Q and answers Activity based L oral presentation Direct teaching Work with the book	Systematic Observation Communication/ Questions Random Observation	2	Go through the <i>Reading strategies</i> box with the class and explain it. Ask students to discuss the question in pairs. Ask students to justify their answer by giving clues from the photographs that made them decide the answers. They can check their answer later in the lesson Tell students to read the words in the box to each other, in pairs. After a minute or two, stop them and ask them to read the words back to you. Correct any words that are stressed wrongly Ask the whole class which words are related to the Minoan civilization. Do not give any answers; ,instead tell them they will find out later on in the lesson. Tell them to look up the words they don't know in the Activity Book glossary or in a dictionary, while they are	M 15 - M 15- M 15 - M 10 -
-2							
-3							

						discussing the question in their pairs	
						After they have discussed, check they know the .meanings of the words	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				A B, page 40 EX.2,3.4

: Reflection

3- I feel satisfied with

4- Challenges that faced me

5- Suggestion for improvement

: Signature School principle

Date :.....

Prepared by :T.

: Date :.....Signature

Supervisor

(Lesson Plan(4

Class / Level :Eleventh (grade)

Number of Classes

Duration fromto

Unite title : Ancient civilisations

Lesson title: The Minoan civilisation

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	<p>Demonstrate • understanding of an informational text about the Minoans by answering comprehension questions</p> <p>Use context clues to • determine the meaning of unknown words</p> <p>Take part in a discussion • by selecting evidence about the identity of a person</p>	<p>Student's Book pages -80</p> <p>Activity book glossary</p> <p>Worksheet on the text</p>	<p>Direct. T Q and answers</p> <p>Activity based L oral presentation</p> <p>Direct teaching Work with the book</p>	<p>Systematic Observation</p> <p>Communication/ Questions</p> <p>Random Observation</p>	2	<p>Explain to the students that they must now read the article to check their answer to exercise 1. They should read it fairly quickly this time because they are just searching for a few quick pieces of information. Once they have found this information, get them to close their books.</p> <p>Explain to the students that they must now read the article to check their answer to exercise 1. They should read it fairly quickly this time because they are just searching for a few quick pieces of information. Once they have found this information, get them to close their books. They should now work in groups of three to compare answers, and also to tell each other what additional pieces of information they managed to get from the text while they were reading. Once they have done this, students should share their information with the rest of the class, including the answer for exercise 1. You can get a few children to come and write their findings on the board, if you like. Make sure you have recorded some of what they have managed to glean from their first reading of the text</p>	<p>M 15</p> <p>M 20-</p> <p>M 20 -</p>
-2							
-3							

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				A B, page 53 EX.7

: Reflection

- 3- I feel satisfied with.....
 4- Challenges that faced me
 5- Suggestion for improvement

: Signature School principle

Date :.....

Prepared by :T

: Date :.....Signature

Supervisor

(Lesson Plan(5

Class / Level :Eleventh (grade)
 Number of Classes

Unite title : The ancient civilisation
 Lesson title: WRITING

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Write one paragraph • about life in another country	Student's Book pages 81 Dictionaries • Student's • Book pages -80 Activity book glossary Worksheet on the text	Direct. T Q and answers Activity based L oral presentation Direct teaching Work with the book	Systematic Observation Communication/ Questions Random Observation	2	Read the instructions as a class. Ask the students to plan what they are going to write first. They can discuss ideas with a partner. As they are discussing, make sure they write notes. They can concentrate on forming sentences later. Circulate and join conversations to scaffold ideas for the students who find this challenging. Prepare a template for lower-attaining students containing sentence starters <i>I might have ... , I could have ...</i> . When they have some good ideas, allow them to start writing. Check on them as they write, getting them to respond to queries by trying out corrections.	M 10 - M 10 - M 15 - m 15

						<p>rather than correcting them outright. After they have completed their paragraph, get a few students to read their ideas out to the class. Remember to choose different students each time you get them to read aloud.</p> <p>Ask them to write now.....</p>	
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Day & Date	Section	Period	Fulfilled Outcomes	Homework
				A B, page

: Reflection

3- I feel satisfied with

4- Challenges that faced me

..... Suggestion for improvement -3

: Signature School principle

Date :.....

Prepared by : T.

: Date :.....Signature

Supervisor

(Lesson Plan(6

Class / Level :Eleventh (grade)

Number of Classes

Duration from.....to

Unit title : The ancient civilisation

Lesson title: listening

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		

1	make and confirm predictions about Pompeii based on prior knowledge and evidence from the text	Student's Book pages 82	Direct. T Q and answers	Systematic Observation	2	Tell the students that they are going to hear some information about Pompeii. Read the questions. The students work in pairs. Tell the students they can check their answers in the next exercise. The students listen carefully to check their answers to exercise 1. Tell them that they should imagine themselves with a tour guide, who's showing them around the city. Check answers as a class. The students describe the photographs in..... as much detail as possible, either as a class or in pairs. Help them with any vocabulary. Tell the students that they are going to listen to the cassette/CD again. As they listen, they place the photographs in the order that they hear them mentioned.	10M -
-2	respond to analytical questions before, during and after listening to a text about Pompeii	Dictionaries •	Activity based L oral presentation				M 15 -
-3	use context clues to determine the meaning of unknown words	– Glossary • Cassette Activity Book pages 73	Direct teaching Work with the book	Communication/ Questions Random Observation			M 15 - M 15 -

Day & Date	Section	Period	Fulfilled Outcomes	Homework

: Reflection

- 3- I feel satisfied with
- 4- Challenges that faced me

Prepared by : T

: Date :.....Signature Supervisor

(Lesson Plan(7

Class / Level :Eleventh (grade)

Number of Classes

Duration from.....to

Unite title : The ancient civilisation

Lesson title: speaking

Vertical Integration:

Horizontal Integration:

Previous Learning

.No	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	Engage in a discussion about traditions in the past	Student's Book pages 83	Direct. T Q and answers	Systematic Observation	2	Read the questions. The students can discuss their answers in pairs. If the students have not visited an archaeological site, ask if they have seen any artifacts from such sites displayed in museums. This is a good opportunity for students to mingle and share experiences. You could allow them to bring in photographs and even have some of the more confident students do e-presentations or small presentations in groups	M 15 -
-2	Describe information of different types (e.g. (contemporary/traditional	Dictionaries • – Glossary •	Activity based L oral presentation	Communication/ Questions		Ask the rest of the students to provide feedback on how good the presentations were, and encourage them to ask any questions for clarification	M 10 -
-3	Write different types of sentences in two paragraphs showing different discourse ((negatives and statements	Activity Book pages 55-56	Direct teaching Work with the book	Random Observation		Tell students to continue the discussion in pairs. Let them discuss for a few minutes before reopening the discussion as a class, and sharing ideas and feedback. Address any disagreements as a class, too. This kind of discussion can bring to light some very common misunderstandings in terms of previous knowledge	M 15 -
						Ask them to write about the traditions in Jordan	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				.A B, page 56 EX

: Reflection

3- I feel satisfied with

4- Challenges that faced me

.....
 Suggestion for improvement -3

: Signature School principle

Date :.....

Prepared by : T.

: Date :.....Signature

Supervisor