Lesson plan

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| Grade | seven | module | | revision | lesson | Teacher |  |
| Terminal objective(s) \ functions | | | Revision of verbs to be | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  use verb tenses as main verbs | AB page 4 |  | Verb to be : is ,am and are | Subject pronouns  Verbs to be is am are | Chalk board | Review the subject pronouns  Teacher explains sentences as examples to remind students of verbs to be  Teacher writes the structure on the board  Teacher gives students examples to be done on their note books  Students do exercise 1 in the activity book. | interpersonal  linguistic |  | Exe 1 | Students make sentences of their own using verbs to be |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | revision | lesson | Teacher |  |
| Terminal objective(s) \ functions | | | Revise have got and has got | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  use have got and has got in sentences | AB page 4 |  | Have got  Has got  Negative form  And affirmative form |  | Chalk board | Introduction:  Are you happy today?  Is your mum at school today?  Is you dad at work?  Are you at school?  Students make their own questions in pairs.  Review the meaning of have\has got.  Write some examples on the board.  Students make their own sentences  Negate the sentences they made and change them into questions | interpersonal  linguistic |  | Exe 2 and 3 | Students ask and answer each other using have got and has got. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | one | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about jobs | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To use the contect to guess the meaning of new words  To talk about jobs | SB page 4& 5 |  | Using a dictionary  Pilot  Travel  Fly | Exciting  Boring  Dangerous  Safe  interesting | Dictionaries  Glossary  Cassette  Flash cards | Students ask and answer questions using verbs to be and have and has got.  Show students how to use a dictionary  Give them different tasks in using dictionaries.  Go over the title ask about the picture  T reads the outcomes  Explain the task to the students then play the cassette  Students repeat the new words  In pairs they try to find the meaning of the new word. | Linguistic  interpersonal  linguistic |  | Read, spell and use the new words. | Use the new words in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | one | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about jobs | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Use simple present tense to talk about jobs. | SB page 5 | 5m  20m  15m | Exciting  Boring  Dangerous  Safe  interesting | Simple present tense | Flash cards | Introduction  Students read their notes about the pilot's job from the previous lesson.  Students give names of all jobs they know  Explain the task.  Students work in groups.  Students write a routine for one of the jobs.  Groups read their notes to the class.  Teacher goes over the previous words then dictate the | Linguistic  interpersonal  linguistic |  | Write a daily routine for a job. | What activity you wouldn't choose for a job? |
| Feed back |  | | | | | | | | | |
| Home work | Students bring their notes about the job to the following class. | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about jobs | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Listen to a time table  Determine the meanings of words in context related to pilots and flying | SB page 6  1.2,3,4 |  | Describing pilot's job. | Airport aeroplane airline  Flight  Flight attendants  Passengers  Cabin  To check in  To take off  To land | Flash cards | Introduction  Students go over toe notes on the pilot's routine and read them to the whole class.  Teacher explains the task and write the questions on the board then plays the cassette and writes the following pre questions  -what day is Kareem describing? Where does his flight start? Where does it end? What time does his workday begin?  Students compare their notes with Kareem's  Students listen to the cassette and fill in the space. | Linguistic  interpersonal  linguistic |  | Compare their notes with Kareem's.  Fill in the space with the right word  Write down the words kareem uses from the box | Would you like to be a pilot? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about routine | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice the present simple tense (affirmative, negative and interrogative)  To pronounce words accurately  To pronounce the final s of the 3rd person singular in the present simple | SB page 7  1.2,3,4 |  | The previous words | Simple present  Affirmative, negative and interrogative | Flash cards | Introduction  Review the previous words using the flash cards.  Introduction  What does your father do?  Where does he work?  In pairs students do the exercise  Check the answers with the class.  Write some sentences on the board and teach the form of the simple present  Students give their own examples.  Read the examples  Students classify the verbs according to the final \s\ | Linguistic  interpersonal  linguistic |  | Fill in the space with the right form of the verbs  Classify the verbs according to the final sound of the \s\ | What do you do every morning? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about routine | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice the present simple tense (affirmative, negative and interrogative) | SB page 8  678 |  | Simple present affirmative and negative | Simple present  interrogative | Flash cards | Introduction  Students read the paragraph about Sami  Teacher asks students What does Sami do? Do you work as a fisherman? Then write the two questions on the board. Students ask me questions about Sami.  In pairs students complete exercise 6  In pairs students rearrange the sentences using flash cards  Check the answers  Over to you  Students read their answers to the whole class. | Linguistic  interpersonal  bodily |  | Activity book page  6 – 8 | Ask and answer questions using simple present.  What do you remember about Kareem Salma and Sami? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about dangerous jobs | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To use context to guess the meanings of words | SB page 9 |  | Simple present affirmative and negative  interrogative | Titles of different jobs | Flash cards | Introduction  Students talk about their routine  Introduce the lesson using the pictures and open discussion about the title.  Play the cassette and ask students to find the word which occurred in the sentence from the list.  In pairs students try to find the meaning of the word  Check their answers using the activity book.  In groups students scale the jobs in a table.  Play vocabulary game | Linguistic  interpersonal  bodily |  | Match the words with their meanings | Use the new words in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | five | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about dangerous jobs | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To read an interview  To talk about dangerous jobs and activities  To write notes | SB page 10 |  | Simple present affirmative and negative  interrogative  the previous words | elements  fear  defeat  physical  risk  psychologist | Flash cards | Introduction  Review the previous words  Discuss the title and talk about the pictures  Open a discussion why do people do dangerous activity?  Students read the interview in pairs.  Check their understanding of the text by asking different questions  Teach the new words  In pairs students answer the questions.  Read the speaking strategies then explain the task  In pairs students take turns in the interview | Linguistic  visual  lingustic  interpersonal |  | Answer the questions  Discuss jobs and activities in an imaginary interview | Use the new words in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | five | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To listen to people talking about their jobs and activities | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Listen to people talking about their jobs  Practice simple present | SB page 11 |  | Simple present affirmative and negative  interrogative  the previous words | Listening strategies | Sb  Pictures | Introduction  Students in pairs practice the interview.  Talk about the pictures  Elicit what the people do  Students write the words on board  T elicits the rule  Read the listening strategies aloud  Students read the questions and try to predict the answers.  Students listen to the cassette and complete the table.  Students discuss the answers | Linguistic  musical  lingustic  interpersonal |  | Complete the table  AB page 9 and 10 | What do you usually do every Friday? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about dangerous jobs and activities | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To answer a questionnaire  To role play an interview. | SB page 12  Exe 1 , 2 |  | Simple present  Working vocabularies | Role-playing | Role play cards | Introduction  Students read the questionnaire individually  Read the questionnaire in pairs  Write the questionnaire key on the board.  Discuss their scores  Divide the class into pairs one is a journalist the other is an interviewee  Each students write cues for her role  Help students to form questions and notes  Students do their role-play in front of the class  Make notes on the mistakes students made during the role- play. | intrapersonal  linguistic  interpersonal |  | Complete the table  AB page 9 and 10 | Do role plays between a journalist and an interviewee. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | seven | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about routine | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice the present simple  To practice the pronunciation of the final s in the 3rd person singular  To practice identifying vocabulary in context. | SB page 13  Exe 1,3,2 and 4  AB page 12 |  | Simple present  Affirmative negative and interrogating |  | Student book | Introduction  Some of the students read their emails.  Explain the task students in pairs match the words with the statement,  Students do exercise 2 individually  Students listen to the cassette and check their answers.  Explain the task in exercise 4  Students do the task using a table  Remind students of the pronunciation of the s | interpesonall  linguistic  intrapersonal  musical |  | Match the words and the statements correctly  Complete the passage with the right form of the verbs  Rewrite the sentences  Classify the verbs according to the final s sound | Do the cross word page 14 |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and listen about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To talk about global warming and climate change | SB page 16- 17 |  | Simple present  Atmosphere . | Global warming vocabularies | Chalk board | Talk about the picture and the title  Read the out comes  Elicit from students what the effects of global warming are.  Elicit from students how we can save our planet.  Discuss the reasons for global warming and the way it is affecting the weather.  Discuss do you ever cycle to school? Or use recycle pager?  Play the cassette and students fill the table with the missing information. | Linguistic  Musical |  | Fill the table with the correct information | Discuss the reasons for global warming and the way it is affecting the weather  Discuss how can we save the plaent? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson one and two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and listen about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To talk about global warming and climate change  to listen to a specialist talking about global warming  to use context to guess the meanings of new words | SB page 16- 17  AB page 70 – 71 |  | Simple present  Atmosphere . | Global warming vocabularies | Chalk board | Introduction  What is global warming?  Write the table on the board and ask students to copy it in their notebooks.  Play the cassette as many times as needed.  Ask students to fill the table in their notebooks.  Check their answers.  Play the cassette and ask students to try to guess the meanings of the words in pairs.  Check the meaning in the activity book.  Students use the new words in sentences. | Linguistic  interpersonal  visual |  | Read, use the new words  Fill in the table correctly. | Use the new words in sentences |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and listen about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To talk about global warming and climate change  to use context to guess the meanings of new words | SB page 17 |  | Simple present  The previous vocabularies | The consequences  Of global warming | Chalk board  Flash cards | Introduction  Play the cassette while students listen and repeat, and take notes.  Divide the class into groups, students carry out the task using their notes.  Write some of the students' answers on the board.  In groups students write down a list of things they can do at school, at home and in the region where they live which will help prevent global warming | musical  interpersonal  Interpersonal |  | Write down three effects of global warming.  Write down two ways to prevent global warming. | How can we prevent global warming? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To read an article about global warming. | SB page 18 |  | Simple present  The previous vocabularies | Read about global warming | Chalk board  Flash cards | Introduction  Discuss the consequences of global warming and it effects our life.  Read the reading strategies aloud  In pairs students try to guess the answers  In pairs students check their answers  Go over the reading text  Check understanding of the text by asking simple questions  Students read the text again | linguistic  interpersonal  Interpersonal |  | Answer the comprehension questions | How does global warming affects your life?  What can you do? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice the imperative to express suggestion  To listen to a dialogue to acquire vocabulary | SB page 19  1, 2 and 3 |  | Simple present  The previous vocabularies | The imperative | Chalk board  Flash cards | Introduction  What can we do to slow down global warming?  Read the task in pairs students complete the conversation  Introduce the imperative with a game.  Students in pairs complete the sentences.  Check the answers with the whole class.  Students read their sentences  In pairs students complete the dialogue  Check their answers with the cassette. | linguistic  interpersonal  Musical |  | Complete the dialogues | Students make their own sentences using the imperative. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To ask questions using how often  To practice the present simple tense with adverbs of frequency | SB page 19  1, 2 and 3 |  | Simple present  The imperative | Adverbs of frequency | Chalk board  Flash cards | Introduction  Read the students' imperative sentences  Students work in groups and take turns asking anf answering the questions and then write down the answers.  Write the questionnaire key on the board.  Give students time to complete the table individually.  Compare their answers in pairs.  Explain the task then write examples on the board  Students practice with how often. | linguistic  interpersonal  intrapersonal |  | Complete the sentences | Students make their own sentences using the imperative. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To determine the meaning of words in context related to recycling.  To read instructions for recycling | SB page 20 and  21 |  | The imperative | Reading text  Environment  Nappies  Aluminum  Rinse  Pollution | Chalk board  Flash cards | Introduction  Read the students' imperative sentences  Introduce the words they are recycling words  Play the cassette and pause after each sentence for the girls to guess the meaning  Play the cassette again students check the meaning in pairs with the activity book.  Review the reading strategy in pairs students read the instructions  Ask comprehension questions  Answer the comprehension questions | linguistic  musical  intrapersonal |  | Read , write and use the new words  Answer the comprehension questions | Use the new words in sentences |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson five | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Listen to a dialogue about ecology club  Learn and use the new words | SB page 23 |  | Talking about global warming | Ecology  Centre  Club  Environment | Chalk board  Flash cards | Introduction  Talk about global warming  Students listen to the dialogue and do the exercise individually then in pairs check the answer.  Read the listening strategies with the class  Play the cassette again students check their answers.  Students work in groups. Each group discusses what environmental initiative they could start at school | linguistic  musical  intrapersonal |  | Complete the dialogue | What environmental initiative can you start at school? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson six | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Discuss environmental project    To write a list of environmental projects  To write information of the campaign    To make an oral presentation of the campaign | SB page 24 |  | Talking about global warming | Jumble sale  Advertising campaign | Chalk board  Flash cards | Introduction  Talk about global warming  Students read the poster individually.  In pairs students find the meaning of jumble sale  Ask general questions about the poster and open a general discussion about it.  In groups students make a list of the possible projects.  In groups students decide on a project and write down their argument in a table.  Each group report on the result to the whole class. | linguistic  l  intrapersonal |  | Make a list of environmental projects  Check the students' presentations | Decide on an environmental projects and report it to the whole class. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson six | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Ask and answer questions using how often and adverb of frequency  Practice the new vocabularies | WB page 18  9 |  | Simple present  Questions with how often  Global warming vocabularies |  | Chalk board  Flash cards | Introduction  Talk about global warming  Revise how to make questions with how often and answering with adverbs of frequency.  Read the task and go over the example.  Students write questions and answer them in their notebooks.  Students decide who is the a weather warrior and why.  Read the clues and write the words in the puzzle. | linguistic  intrapersonal |  | Write and answer questions about abla and saleem  Complete the cross words | Discuss are you a global warming fighter. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | two | Lesson six | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about global warming | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Decide on an environmental project  Practice using the apostrophe  To practice correct spelling | WB page 18  9    Page 20  1 |  | Simple present  Questions with how often  Global warming vocabularies |  | Chalk board  Flash cards | Explain the task.  Ask general questions about the three projects  Explain the task  Go over the first project as an example.  In groups students complete the task.    Go over the rules of using the apostrophe  In pairs students do exercise 1  Check the answers on board.  Individually students fill in the missing vowel. | linguistic  Interpersonal  intrapersonal |  | Write a sentence saying their choice and giving reasons    Rewrite the text with the correct apostrophe  Fill in the missing vowel. | Talk about the projects |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and listen about market | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To listen to a journalist talking abut a market in London  To use context to guess the meaning of new words  To talk about markets | SB page 28-29 |  | Talk about markets they've visited. | The new vocabularies  The listening text | Chalk board  Flash cards | Introduction  Talk about the title and the pictures  Read the questions with students  Explain the task  Play the cassette  Ask and answer general questions about the text.  Read the pre questions  Play the cassette again and answer the questions  In pairs students try to guess the meaning of the new words  Students check their answers in pairs  Discuss the report | Linguistic  Musical  interpersonal |  | Answer general questions about the report  Use and spell the new words  Discuss the report | Talk about their experience in markets. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
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| Grade | seven | module | | three | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and read about market | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To determine the meanings of words in context  To read a leaflet about a market in Jordan | SB page 30 |  | Talk about markets they've visited.  The previous words | The new vocabularies  The reading text | Chalk board  Flash cards | Introduction  Review the previous words  Read through the questions with students in pairs do the activity.  Students answer the questions in pairs  Write the answers on the board.  Play the cassette for students and in pairs they try to guess the meanings  Then check their guessing in groups and the activity book.  Use the new words in sentences | Linguistic  Musical  interpersonal |  | Answer the questions | Use the new words in sentences |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To listen and read about markets | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To listen to a radio commentary about Souk Jara  Distinguish between countable and uncountable nouns | SB page 30 |  | The previous words | A radio commentary about souk jara  The plural of different nouns | Chalk board  Flash cards | Introduction  Review the previous words  Explain the task  In pairs students try to fill in the space with the right word  In pairs students check their answers  Play the cassette so that students can check their answers  Explain the second task students in pairs classify the nouns in their note books  Students classify the nouns according to the sound of s  Check their answers with the cassette. | Linguistic  Musical  interpersonal |  | Fill in the blanks with the right words  Classify the nouns into countable and uncountable nouns  Classify the nouns according to the sound of s | Give examples of countable and uncountable nouns. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To listen and read about markets | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice there is \there are and some\any  To write questions about what there is \isn't in a market | SB page 32 |  | The previous words | A radio commentary about souk jara  The plural of different nouns | Chalk board  Flash cards | Introduction  Talk about markets  Students complete the exercise individually  Then check their answers in pairs after that correct the sentences on the board.  Explain the usage of there is \are and some, any.  Students in pairs write down questions about Souk Jara  In pairs ask and answer the questions  Draw a table to assess themselves | Linguistic  intrapersonal  interpersonal |  | Correct the sentences  Write questions with there is and there are. | Over to you  Describe their local market. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To listen and talk about markets | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Predict the meanings of new vocabulary in context  Describe a place | SB page 33 |  | Questions with  Are there\ is there. | Museum  Souvenir  Gallery  Ground floor  Upper floor  Treasure  mummy | Chalk board  Flash cards | Introduction  Ask and answer questions with there is\ are  Before you start  Students describe what they can see in the map.  Describe what they can see near the British museum.  Play the cassette students try to guess the meaning of the new words.  Check their answers in pairs  Then check the answers with the activity book.  Practice using and spelling the new words | Linguistic  intrapersonal  interpersonal |  | Write the meaning of the new words in their notebook.  Find the word  What places can you visit in the British museum | Use the new words in sentences |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | To listen and talk about markets | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To read an article about the British museum | SB page 34 |  | Museum  Souvenir  Gallery  Ground floor  Upper floor  Treasure  mummy | The British museum | Chalk board  Flash cards | Introduction  Review the previous learnt words using contests and games  Students read the article individually and underline any word they don't know.  Write the words students need to know their meanings on the board give them time to guess and use their dictionary to find the meanings.  Ask general questions  In pairs students ask and answer the comprehension questions  Check the answers with the whole class. | Linguistic  intrapersonal  interpersonal |  | Ask and answer the comprehension questions | Talk about a local museum |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | Describe a place | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Describe an  Describe a museum | SB page 35 |  | Is there  Are there | Writing a paragraph | Chalk board  Flash cards | Introduction  Review using is there \ are there  Students ask and answer about their area using is there or are there.  Go over the reading strategy  Write a model example following the strategy.  Students write their own paragraph.  Activity book | Linguistic  Interpersonal  intrapersonal |  | Check the students answer orally  Write a paragraph describing a museum they have visited | Talk about a local museum |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | Describe a place | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Read a bruchure about the Roman theatre in Amman  Write a brochure about a famous sight in Jordan | SB page 36  1,2,3,4 |  | City  Museum | Actor  Modern  Ordinary  Soldier  Well designed  Costume | Chalk board  Flash cards | Introduction  Discuss if they have ever been to the Roman Theatre in Amman  Students talk about their experience  Talk about the map and the title  Students read the brochure and answer the pre-question  Students read the brochure and underline any word they don't know.  Teach the new words  In groups students decide the sight they're want to write about  Go over the ideas in the brochure | Linguistic  Interpersonal  intrapersonal |  | Answer the comprehension questions  Check students notebooks | Have you ever been to the Roman Theatre? What was it like? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | three | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | Describe a place | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  Read a bruchure about the Roman theatre in Amman  Write a brochure about a famous sight in Jordan | SB page 36  1,2,3,4 |  | City  Museum | Actor  Modern  Ordinary  Soldier  Well designed  Costume | Chalk board  Flash cards | Introduction  Discuss if they have ever been to the Roman Theatre in Amman  Students talk about their experience  Talk about the map and the title  Students read the brochure and answer the pre-question  Students read the brochure and underline any word they don't know.  Teach the new words  In groups students decide the sight they're want to write about  Go over the ideas in the brochure | Linguistic  Interpersonal  intrapersonal |  | Answer the comprehension questions  Check students notebooks | Have you ever been to the Roman Theatre? What was it like? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and listen about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To listen to a dialogue about the wonders of the ancient world  To use context to guess the meaning of new words  To talk about the wonders of the ancient world | SB page 42-43 |  | Ancient cities and how people lived | The new vocabularies  The listening text | Chalk board  Flash cards | Introduction  Talk about ancient cities and how people lived, what they did, where they lived.  The names of the three wonders in the pictures  Why do you they are considered wonders.  What does it mean that they are in the middle east.  Read the comprehension questions then play the cassette to get the answers.  In pairs students try to guess the meaning of the new words  Practice the new words  In groups students discuss their notes | Linguistic  Musical  interpersonal |  | Make a paragraph about the wonders  Guess the meaning | Why do you think these three wonders were in the middle east?  What does this mean? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and read about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To read a newspaper article about Petra  To use context to guess the meaning of new words | SB page 44 |  | The previous words | The new vocabularies  The listening text | Chalk board  Flash cards | Introduction  Before you start  Open a discussion about the seven new wonders  Read the reading strategies to the whole class.  Go over the title and the pictures  Students read the article and underline any word they don't know.  In pairs they guess the meaning of the new words  Write them on the board  Go over the comprehension questions | Linguistic  Musical  interpersonal |  | Answer the comprehension questions  Compare the meaning of the word with the whole class | Why did people voted for Petra? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and read about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice the past simple of the verb to be and regular verbs  To pronounce the final ed in past tense regular verbs | SB page 44 |  | The previous words  The text about Petra |  | Chalk board  Flash cards | Introduction  Ask students to look back at the text about Petra  Students find the six verbs that are in the simple past tense.  Students write the verbs in their notebook  Students use the new verbs in sentences.    Read the three examples  Explain the pronunciation rules and write them on the board.  In pairs students classify the words  Play the cassette twice.  Draw the table on the board. | Linguistic  Musical  interpersonal |  | Classify the verbs into groups according to the pronunciation of the ed  Write the simple present of the verbs | Use the verbs in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and read about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To practice the past simple affirmative, negative and interrogative  To listen to information about ancient Jordan to develop vocabulary. | SB page 44 |  | The previous words  The text about Petra |  | Chalk board  Flash cards | Introduction  Write some simple past tenses on the board then ask students to use them in sentences  Show students how to form the negative and the interrogative of the past simple  Students write the interrogative and negative forms of different sentences in the past.  Students complete the exercise individually then check their answers in pairs  Explain the task then play the cassette  In pairs students check their answers | Linguistic  interpersonal  Musical |  | Use the simple past in sentences  Change the sentences into interrogative and negative form | Use the verbs in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk and listen about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To listen to a journalist talking about historical places  To use context to guess the meaning of new words | SB page 42-47 |  | Talking about traveling  Talk about historical places in Jordan | The new vocabularies  The listening text | Chalk board  Flash cards | Introduction  Talk about the title and the pictures  Read the questions with students  Explain the task  Play the cassette  Ask and answer general questions about the text.  Read the pre questions  Play the cassette again and answer the questions  In pairs students try to guess the meaning of the new words  Students check their answers in pairs  Discuss the report | Linguistic  Musical  interpersonal |  | Guess the meaning  Use and spell the new words | Talk about their experience in visiting historical places in Jordan. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson FOUR | Teacher |  |
| Terminal objective(s) \ functions | | | To read about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To read an article about the wonders of the ancient world  Talk about places they'd like to visit | SB page 48 |  | The seven wonders of the ancient world | The reading text  The seven wonders of the ancient world. | Chalk board  Flash cards | Introduction  Name the seven wonders of the ancient world  Read the title and talk about the pictures  Students read the questions and try to answer them individually  Check the answers with the class  Students discuss the words they don't know  In groups students choose seven places they'd like to visit and give reasons why they like to do so. | Linguistic  interpersonal |  | Answer the comprehension questions  Give a report to the whole class about the places they'd like to visit. | What places would you like to visit and why? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | four | Lesson five | Teacher |  |
| Terminal objective(s) \ functions | | | To listen and talk about historical places | | | Date |  |

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| Enabling objectives | activities | time | language  pre-learning while-  learning | | Aids | procedure | Hots &multible  intelegence | Human  Rights  concepts | evaluation | Transfer  Of  learning |
| Students are expected to be able to:  To listen to a tourist guide in a historical location in Jordan  To practice vocabulary related to archaeological findings | SB page 49 | 5m  10m  5m  10m  5m  5m | The previous vocabulary | the rubric exercise 6  the listening text | Chalk board  Flash cards | Introduction  Play a guessing game to review the previous vocabulary.  Students read the rubric and complete the text individually  Check their answers with their friends  Write the correct answers on the board  Explain the task then students complete it individually  Listen to the tape recorder and check their answers  Students describe places in the past. | Linguistic  interpersonal  musical |  | Choose the right answer to complete the sentences  Complete the paragraph with the right word | Describe a place they've visited in the past. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
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| Grade | seven | module | | five | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about the greatest detectives throughout history using simple past | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To read a conversation  To use the context to guess the meaning of new words  To talk about detectives | SB page 55 |  |  | The new vocabularies  The reading text | Chalk board  Flash cards | Introduction  Read trough the questions with students  Give students time to read the text  Why do you think these two men famous?  Students read the text again  Teacher check their understanding of the text through simple questions.  In pairs students try to guess the meaning of the new words in context.  Then check their answers with the vocabulary in the activity book.  In pairs students ask and answer the comprehension questions | Linguistic  interpersonal |  | Ask and answer the comprehension questions | Who is your favourite detective?  Write a description about him\her. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about the greatest detectives | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To talk about the qualities of famous fictional detectives  To read three short extracts about detectives. | SB page 56 |  | Talk about Sherlock Holmes  Revise the previous words about detectives | Magnifying glass  Walking stick  Knitting needles  Feather  Three short extract | Chalk board  Flash cards  Objects | Introduction  Revise the previous vocabulary  Open a discussion about who these characters are and what objects are typically associated with them.  Students read the article quickly and discuss what it is about.  Check students understanding of the article.  Students answer the questions individually  Write the suggested answer on the board. | Linguistic  intrapersonal |  | Ask and answer the comprehension questions | Who is your favourite detective? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about the greatest detectives | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To practice the past simple of irregular verbs | SB page 56 |  | Talk about Sherlock Holmes  Revise the previous words about detectives | Magnifying glass  Walking stick  Knitting needles  Feather  Three short extract | Chalk board  Flash cards  Objects | Introduction  Read the rubric to the whole class and put students into pairs to find the past simple forms of these verbs  Write the answer on the board.  In pairs students read the dialogue and fill in the gaps with the correct verb.  Students read the answers out.  Then students write the infinitive form of the verbs.  Play the cassette and let students check their answers  Play a spelling game of the irregular verbs | Linguistic  intrapersonal  musical |  | Fill in the gaps with the right form of the verb. | Learn and sing the song itcy petsy spider. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about the greatest detectives | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To practice the comparative and the superlative degree of adjectives | SB page 56 |  | The song  Itsy Pitsy spider went up the water spout.  adjectives | The comparative and the superlative | Chalk board  Flash cards  Objects | Introduction  Review some adjectives and use them in sentences  Show students how to compare two things using the comparative  Students look at the two books and compare them together using the adjectives in the box.  Students read the text aloud.  Play the cassette and let students check their answers  Students act out the dialogue in pairs.  Show students how to make superlative degree of adjective  In pairs they complete the text.  Students compare the three detectives. | Linguistic  musical  bodily |  | Fill in the gaps with the right form of the adjective. | Compare our school with Asma school.  Compare the three detectives. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | To read a story | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To determine the meaning of words in context.  Read the story and answer the questions | SB page 59-60 |  | T Servant  Merchant  Loss  To wander  To pull he | The lost bag | Chalk board  Flash cards | Introduction  Talk about the pictures  Play the cassette and ask them to write the words in their notebooks.  In pairs they check their meanings  Students listen to the story twice  Students act out the story  And underline the words they don't understand  Write these words on the board and students look them up in the dictionary.  Check the understanding of the story.  In pairs students answer the comprehension questions  Check their answers and write them on the board. | Linguistic  musical  bodily |  | Answer the comprehension questions | Act out the story. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about the past | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To practice the new words  To practice the simple past (irregular verbs)  To practice the comparative and the superlative degree of adjectives | AB page 48-50 |  | The previous vocabulary  The simple past  The comparative  The superlative |  | Chalk board  Flash cards | Introduction  Ask students to remind me of the new words they have learnt in the module  Individually students match the words with their meanings  Students complete the table with the right form of the verbs.  Remind the students with the comparative and superlative then ask them to complete exe. 3-4  Students do exe 1-2  Explain the task in exe 3  Students complete the exercise on their own  Then do exe 4 in pairs  Do the same thing to exe 5-6 | Linguistic  Interpersonal  intrapersonal |  | Exercises  First section  Second section | ask and answer questions in the past.  Compare things using  Comparative and superlative adjectives. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson five | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about detecting | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To practice the words related to detecting  To listen to a police story to develop vocabulary  Discuss the story (the lost bag) | sB page  61 |  | Detecting vocabulary  The lost bag (story) | Speaking strategies  Expressing opinion | Chalk board  Flash cards  Cassette | Introduction  Act out the story  Ask and answer questions about it.  Read the speaking strategies  Divide the class into groups and ask them to discuss the story.  Discuss the result with the class.  In pairs students try to complete the text  Play the cassette and let students check their answers  Students read the text aloud  Write the answers on the board. | Bodily  Interpersonal  musical |  | Check the  Discussion orally  Fill in the space with the right word. | ask and answer questions in the past. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson six | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about detecting | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To discuss the solution to a case  to read a story | SB page 62 |  |  | Frightened  Suspect  Ransom  To cover up  To kidnap  To investigate  Victim  Police officer | Chalk board  Flash cards | Introduction  Talk about the title and the pictures  Use the flash cards to teach the new words  Practice the new words in sentences  Students read the story in groups of three.  In groups students answer the questions  Divide the class into groups and ask them to read the text and try to answer the question  Each group give their answer to the class and discuss it together | Bodily  Interpersonal  musical |  | Check the  Discussion orally  Answer the comprehension questions | Which story you liked best? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | Seven | module | | five | Lesson seven | Teacher |  |
| Terminal objective(s) \ functions | | | To talk about the past | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  To practice the past tense of irregular verbs (affirmative, negative and interrogative)  To practice the module's vocabulary | SB page 63 |  | The simple past(affirmative, negative and interrogative)  The module's vocabulary |  | Chalk board  Flash cards | Introduction  Compare two books together  Then use a third one.  Explain the task  Students complete the text and check their answers in pairs.  Play the cassette and let students check their answers with the tape recorder  Do a contest to review the forms of the simple past tense of the verbs in the box.    Ask the questions and then answer them.  In pairs students rearrange the words to form correct sentences. | Bodily  Interpersonal  musical |  | Use the verbs in sentences.  Do the cross word | Use the verbs in sentences |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson one | Teacher |  |
| Terminal objective(s) \ functions | | | To talk holidays | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Of learning |
| Students are expected to be able to:  Ask answer questions about holidays  To use the context to guess the meaning of new words  Talk about types of holidays  To listen to an expert talking about holidays | SB page 66 |  | Simple past  Travel  Tour  tourist | To build  To lie  t o relax  to rain  to rest  to shine  to sunbathe | Chalk board  Flash cards | Introduction  Go over the pictures and the title  Talk about their previous holiday  Write the question on the board and let students practice in pairs  Explain the task and play the tape recorder more than once  Talk about the differences between adventure holidays and ecotourism  Write the answers on the board  Play the cassette and get students to guess the meaning  In pairs they check the meanings at their activity books  Students use the new words in sentences | Linguistic  interpersonal  musical |  | Check orally  Use the new words in sentences  Write the differences between adventure holidays and ecotourism | What do you prefer adventure tourism or eco tourism?  Make a list of the places that you can visit in Jordan. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson two | Teacher |  |
| Terminal objective(s) \ functions | | | To talk holidays | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Oflearning |
| Students are expected to be able to:  To read a dialogue about an adventure holiday  To act out a dialogue | SB page 68 |  | To build  To lie  t o relax  to rain  to rest  to shine  to sunbathe | The dialogue  Present continuous  The auxiliary verb is, am and are | Chalk board  Flash cards | Introduction  Use the previous words in sentences  Talk about different types of holidays  In groups discuss what kinds of adventures they can do in Jordan? What kind of activity they can they do their?  Talk and ask and answer questions about the picture  In pairs students act out the dialogue  Answer the comprehension question | Linguistic  interpersonal  musical |  | How is the family spending the holiday?  Act out the dialogue | Chose one of the places in Jordan what activity can you do their? |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson three | Teacher |  |
| Terminal objective(s) \ functions | | | To talk holidays | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Oflearning |
| Students are expected to be able to:  To talk about an ideal holiday using the present continuous tense | SB page 68 |  | Simple present | Present continuous | Chalk board  Flash cards | Introduction  Ask and answer questions about students routine  Ask some students to the front of the class and mime actions one at a time.  Elicit from students what they are doing.  Play a grammar game  Read the rubric and students find the verbs in the present continuous.  Write the answers on the board.  Students read the examples then write the answers on the board.  Tell students to the dialogue and give the correct form of the first verb.  Students do the exercise individually. | Linguistic  interpersonal  musical |  | Correct the verbs | Use the new words in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson four | Teacher |  |
| Terminal objective(s) \ functions | | | To talk holidays | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Oflearning |
| Students are expected to be able to:  Determine the meanings of words in context  To read notes about a famous traveler. | SB page 71 and 72 |  | Present continuous. | The new words  Reading passage about Ibn battuta | Chalk board  Flash cards | Introduction  Play grammar game to revise the usage of present continuous.  Name some travelers.  Go over the reading strategies.  Talk about the picture and the title.  Set pre questions to each paragraph.  Students read silently then answer the pre questions.  Go over the definitions practice the new words and use them in sentences.  Answer the comprehension questions. | Linguistic  interpersonal  musical |  | Find the words  Answer the comprehension  questions | Use the new words in sentences. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson five | Teacher |  |
| Terminal objective(s) \ functions | | | To talk holidays | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Oflearning |
| Students are expected to be able to:  To listen to information about Ibn battuta.  To check the meanings of words in a dictionary.  To write notes about activities  To express opinion about activities. | SB page 73 |  | Present continuous.  Information about Ib Battuta |  | Chalk board  Flash cards | Introduction  Ask and answer questions about Ibn Battuta  Students read the rubric.  Play the cassette twice and fill in the space with the right word.  Students check their answers in pairs.  Play the cassette again and write the answers on the board.  Read the rubric with the whole class and ask one students to provide a sentence to check understanding.  In groups students discuss their answers. | Linguistic  interpersonal  musical |  | Complete the text.  Find the meanings  Write notes about things they have done in the last 24 hours  Discuss the activities. | Open a discussion about the best and the worst thing they have done the last week. |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |

Lesson plan

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| Grade | seven | module | | six | Lesson five | Teacher |  |
| Terminal objective(s) \ functions | | | To talk holidays | | | Date |  |

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| Enabling objectives | activities | time | language | | Aids | procedure | Hots &multible intelegence | Human Rights concepts | evaluation | Transfer  Oflearning |
| Students are expected to be able to:  Identify the meanings of words  Use the present continuous negative, affirmative and interrogative form | Activity book  P 56, 57 |  | the present continuous negative, affirmative and interrogative form  the new words |  | Chalk board  Flash cards | Introduction  List some of the new words learnt in the module.  Students individually match the words with their meanings  Review the present continuous affirmative and interrogative form  Students in pairs complete the exercise  Review the negative form of the present continuous.    Students complete the task in pairs.  Review the selling rules of adding ing.  Students complete on their own | Linguistic  interpersonal |  | Match the words with their meanings  Fill in the space with the right form of the verbs. | Ask and answer questions about present actions |
| Feed back |  | | | | | | | | | |
| Home work |  | | | | | | | | | |
| Multiple intelligences | Linguistic- mathematical- visual- bodily – musical- interpersonal- intra personal | | | | | | | | | |
| Hots | Analysis- synthesis – assessment\ critical thinking – creative thinking – problem solving – decision making | | | | | | | | | |