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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: use verb tenses as main verbs  | AB page 4 |  | Verb to be : is ,am and are | Subject pronounsVerbs to be is am are | Chalk board | Review the subject pronounsTeacher explains sentences as examples to remind students of verbs to beTeacher writes the structure on the board Teacher gives students examples to be done on their note booksStudents do exercise 1 in the activity book. | interpersonallinguistic |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: use have got and has got in sentences  | AB page 4 |  | Have gotHas gotNegative 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 sentencesNegate the sentences they made and change them into questions | interpersonallinguistic |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To use the contect to guess the meaning of new wordsTo talk about jobs  | SB page 4& 5  |  | Using a dictionaryPilotTravelFly  | ExcitingBoringDangerous Safeinteresting | Dictionaries GlossaryCassette 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 pictureT reads the outcomes Explain the task to the students then play the cassetteStudents repeat the new words In pairs they try to find the meaning of the new word. | Linguisticinterpersonallinguistic |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Use simple present tense to talk about jobs. | SB page 5  | 5m20m15m | ExcitingBoringDangerous Safeinteresting | Simple present tense | Flash cards | IntroductionStudents read their notes about the pilot's job from the previous lesson.Students give names of all jobs they knowExplain 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 | Linguisticinterpersonallinguistic |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Listen to a time tableDetermine the meanings of words in context related to pilots and flying | SB page 61.2,3,4  |  | Describing pilot's job. | Airport aeroplane airline Flight Flight attendantsPassengersCabin To check in To take offTo land  | Flash cards | IntroductionStudents 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. | Linguisticinterpersonallinguistic |  | Compare their notes with Kareem's.Fill in the space with the right wordWrite 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To practice the present simple tense (affirmative, negative and interrogative)To pronounce words accuratelyTo pronounce the final s of the 3rd person singular in the present simple | SB page 71.2,3,4  |  | The previous words  | Simple present Affirmative, negative and interrogative  | Flash cards | IntroductionReview the previous words using the flash cards.IntroductionWhat does your father do?Where does he work?In pairs students do the exerciseCheck 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\ | Linguisticinterpersonallinguistic |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To practice the present simple tense (affirmative, negative and interrogative) | SB page 8678  |  | Simple present affirmative and negative | Simple present interrogative  | Flash cards | IntroductionStudents read the paragraph about SamiTeacher 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 6In pairs students rearrange the sentences using flash cardsCheck the answers Over to youStudents read their answers to the whole class. | Linguisticinterpersonalbodily  |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To use context to guess the meanings of words | SB page 9 |  | Simple present affirmative and negativeinterrogative | Titles of different jobs   | Flash cards | IntroductionStudents talk about their routineIntroduce 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 wordCheck their answers using the activity book.In groups students scale the jobs in a table. Play vocabulary game | Linguisticinterpersonalbodily  |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 negativeinterrogativethe previous words  | elements fear defeatphysical risk psychologist  | Flash cards | IntroductionReview 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 wordsIn pairs students answer the questions.Read the speaking strategies then explain the taskIn pairs students take turns in the interview  | Linguisticvisuallingusticinterpersonal |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Listen to people talking about their jobsPractice simple present  | SB page 11 |  | Simple present affirmative and negativeinterrogativethe previous words  | Listening strategies   | Sb Pictures  | IntroductionStudents in pairs practice the interview.Talk about the pictures Elicit what the people doStudents write the words on boardT elicits the ruleRead the listening strategies aloudStudents read the questions and try to predict the answers.Students listen to the cassette and complete the table.Students discuss the answers  | Linguisticmusicallingusticinterpersonal |  | Complete the tableAB 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To answer a questionnaire To role play an interview. | SB page 12Exe 1 , 2 |  | Simple present Working vocabularies  | Role-playing   | Role play cards  | IntroductionStudents 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 classMake notes on the mistakes students made during the role- play.  | intrapersonallinguisticinterpersonal |  | Complete the tableAB 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 13Exe 1,3,2 and 4AB page 12 |  | Simple present Affirmative negative and interrogating  |  | Student book | IntroductionSome 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  | interpesonalllinguisticintrapersonalmusical |  | Match the words and the statements correctlyComplete the passage with the right form of the verbsRewrite 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 titleRead the out comesElicit 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 weatherDiscuss 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To talk about global warming and climate change to listen to a specialist talking about global warmingto 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 | IntroductionWhat 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 wordsFill 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 consequencesOf global warming  | Chalk boardFlash cards  | IntroductionPlay 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  | musicalinterpersonal 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 boardFlash cards  | IntroductionDiscuss the consequences of global warming and it effects our life.Read the reading strategies aloudIn pairs students try to guess the answers In pairs students check their answers Go over the reading textCheck understanding of the text by asking simple questions Students read the text again  | linguisticinterpersonal 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To practice the imperative to express suggestionTo listen to a dialogue to acquire vocabulary | SB page 191, 2 and 3  |  | Simple present The previous vocabularies  | The imperative  | Chalk boardFlash cards  | IntroductionWhat 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.  | linguisticinterpersonal 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To ask questions using how oftenTo practice the present simple tense with adverbs of frequency  | SB page 191, 2 and 3  |  | Simple present The imperative  | Adverbs of frequency  | Chalk boardFlash cards  | IntroductionRead 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 boardStudents practice with how often.  | linguisticinterpersonal 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 textEnvironment NappiesAluminum Rinse Pollution  | Chalk boardFlash cards  | IntroductionRead the students' imperative sentences Introduce the words they are recycling wordsPlay the cassette and pause after each sentence for the girls to guess the meaningPlay 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  | linguisticmusicalintrapersonal  |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Listen to a dialogue about ecology clubLearn and use the new words  | SB page 23   |  | Talking about global warming  | EcologyCentreClubEnvironment  | Chalk boardFlash cards  | IntroductionTalk about global warmingStudents listen to the dialogue and do the exercise individually then in pairs check the answer.Read the listening strategies with the classPlay the cassette again students check their answers.Students work in groups. Each group discusses what environmental initiative they could start at school  | linguisticmusicalintrapersonal  |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 boardFlash cards  | IntroductionTalk about global warmingStudents read the poster individually.In pairs students find the meaning of jumble saleAsk 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. | linguisticlintrapersonal  |  | Make a list of environmental projectsCheck 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Ask and answer questions using how often and adverb of frequency Practice the new vocabularies  | WB page 189   |  | Simple present Questions with how oftenGlobal warming vocabularies  |   | Chalk boardFlash cards  | IntroductionTalk about global warmingRevise 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.  | linguisticintrapersonal  |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Decide on an environmental project Practice using the apostrophe To practice correct spelling  | WB page 189  Page 20 1  |  | Simple present Questions with how oftenGlobal warming vocabularies  |   | Chalk boardFlash 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. | linguisticInterpersonal 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 wordsTo talk about markets  | SB page 28-29  |  | Talk about markets they've visited. | The new vocabulariesThe listening text  | Chalk boardFlash cards  | IntroductionTalk about the title and the picturesRead the questions with studentsExplain the taskPlay the cassetteAsk and answer general questions about the text.Read the pre questions Play the cassette again and answer the questionsIn 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 reportUse 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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Lesson plan

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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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To determine the meanings of words in contextTo read a leaflet about a market in Jordan | SB page 30  |  | Talk about markets they've visited.The previous words  | The new vocabulariesThe reading text  | Chalk boardFlash cards  | IntroductionReview 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To listen to a radio commentary about Souk JaraDistinguish between countable and uncountable nouns | SB page 30  |  | The previous words  | A radio commentary about souk jara The plural of different nouns  | Chalk boardFlash cards  | IntroductionReview the previous words Explain the task In pairs students try to fill in the space with the right wordIn pairs students check their answersPlay the cassette so that students can check their answers Explain the second task students in pairs classify the nouns in their note booksStudents 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 wordsClassify the nouns into countable and uncountable nounsClassify 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 boardFlash cards  | IntroductionTalk about marketsStudents complete the exercise individuallyThen 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 intrapersonalinterpersonal |  | Correct the sentences Write questions with there is and there are.  | Over to youDescribe 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Predict the meanings of new vocabulary in contextDescribe a place  | SB page 33  |  | Questions withAre there\ is there. | MuseumSouvenirGalleryGround floorUpper floorTreasuremummy  | Chalk boardFlash cards  | IntroductionAsk and answer questions with there is\ areBefore you startStudents 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 pairsThen check the answers with the activity book.Practice using and spelling the new words  | Linguistic intrapersonalinterpersonal |  | Write the meaning of the new words in their notebook.Find the wordWhat 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To read an article about the British museum | SB page 34  |  | MuseumSouvenirGalleryGround floorUpper floorTreasuremummy  |  The British museum  | Chalk boardFlash cards  | IntroductionReview 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 intrapersonalinterpersonal |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Describe an Describe a museum  | SB page 35  |  | Is there Are there  | Writing a paragraph  | Chalk boardFlash cards  | IntroductionReview using is there \ are there Students ask and answer about their area using is there or are there.Go over the reading strategyWrite a model example following the strategy.Students write their own paragraph.Activity book | Linguistic Interpersonalintrapersonal |  | Check the students answer orallyWrite 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Read a bruchure about the Roman theatre in AmmanWrite a brochure about a famous sight in Jordan  | SB page 361,2,3,4 |  | CityMuseum  | ActorModernOrdinarySoldier Well designed Costume  | Chalk boardFlash cards  | IntroductionDiscuss if they have ever been to the Roman Theatre in Amman Students talk about their experience Talk about the map and the titleStudents read the brochure and answer the pre-question Students read the brochure and underline any word they don't know.Teach the new wordsIn groups students decide the sight they're want to write aboutGo over the ideas in the brochure | Linguistic Interpersonalintrapersonal |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: Read a bruchure about the Roman theatre in AmmanWrite a brochure about a famous sight in Jordan  | SB page 361,2,3,4 |  | CityMuseum  | ActorModernOrdinarySoldier Well designed Costume  | Chalk boardFlash cards  | IntroductionDiscuss if they have ever been to the Roman Theatre in Amman Students talk about their experience Talk about the map and the titleStudents read the brochure and answer the pre-question Students read the brochure and underline any word they don't know.Teach the new wordsIn groups students decide the sight they're want to write aboutGo over the ideas in the brochure | Linguistic Interpersonalintrapersonal |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To listen to a dialogue about the wonders of the ancient worldTo use context to guess the meaning of new wordsTo talk about the wonders of the ancient world  | SB page 42-43  |  | Ancient cities and how people lived | The new vocabulariesThe listening text  | Chalk boardFlash cards  | IntroductionTalk about ancient cities and how people lived, what they did, where they lived.The names of the three wonders in the picturesWhy 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 wordsPractice the new wordsIn 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To read a newspaper article about PetraTo use context to guess the meaning of new words | SB page 44 |  | The previous words | The new vocabulariesThe listening text  | Chalk boardFlash cards  | IntroductionBefore you start Open a discussion about the seven new wondersRead 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 wordsWrite them on the boardGo 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 wordsThe text about Petra  |   | Chalk boardFlash cards  | IntroductionAsk students to look back at the text about PetraStudents 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 examplesExplain 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 wordsThe text about Petra  |   | Chalk boardFlash cards  | IntroductionWrite 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 pairsExplain the task then play the cassetteIn pairs students check their answers  | Linguistic interpersonalMusical |  | 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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 vocabulariesThe listening text  | Chalk boardFlash cards  | IntroductionTalk about the title and the picturesRead the questions with studentsExplain the taskPlay the cassetteAsk and answer general questions about the text.Read the pre questions Play the cassette again and answer the questionsIn 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 meaningUse 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| Students are expected to be able to: To read an article about the wonders of the ancient worldTalk 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 boardFlash cards  | IntroductionName the seven wonders of the ancient worldRead the title and talk about the pictures Students read the questions and try to answer them individuallyCheck the answers with the classStudents 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 questionsGive 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 | languagepre-learning while-  learning | Aids | procedure | Hots &multibleintelegence | HumanRightsconcepts | evaluation | TransferOflearning |
| 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  | 5m10m5m10m5m5m  | The previous vocabulary | the rubric exercise 6the listening text  | Chalk boardFlash cards  | IntroductionPlay a guessing game to review the previous vocabulary.Students read the rubric and complete the text individuallyCheck their answers with their friendsWrite the correct answers on the boardExplain the task then students complete it individuallyListen to the tape recorder and check their answers Students describe places in the past. | Linguistic interpersonalmusical  |  | 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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Lesson plan

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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 | TransferOf learning |
| Students are expected to be able to: To read a conversationTo use the context to guess the meaning of new wordsTo talk about detectives | SB page 55 |  |  | The new vocabulariesThe reading text  | Chalk boardFlash cards  | IntroductionRead trough the questions with studentsGive students time to read the text Why do you think these two men famous?Students read the text againTeacher 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 | TransferOf learning |
| Students are expected to be able to: To talk about the qualities of famous fictional detectivesTo read three short extracts about detectives. | SB page 56 |  | Talk about Sherlock HolmesRevise the previous words about detectives | Magnifying glassWalking stickKnitting needlesFeather Three short extract  | Chalk boardFlash cards Objects  | Introduction Revise the previous vocabularyOpen 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 | TransferOf learning |
| Students are expected to be able to: To practice the past simple of irregular verbs  | SB page 56 |  | Talk about Sherlock HolmesRevise the previous words about detectives | Magnifying glassWalking stickKnitting needlesFeather Three short extract  | Chalk boardFlash cards Objects  | Introduction Read the rubric to the whole class and put students into pairs to find the past simple forms of these verbsWrite 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 intrapersonalmusical  |  | 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 | TransferOf 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 boardFlash cards Objects  | Introduction Review some adjectives and use them in sentencesShow students how to compare two things using the comparativeStudents 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 adjectiveIn pairs they complete the text.Students compare the three detectives. | Linguistic musicalbodily |  | 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 | TransferOf 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 ServantMerchantLossTo wanderTo pull he  | The lost bag | Chalk boardFlash cards  | IntroductionTalk about the pictures Play the cassette and ask them to write the words in their notebooks.In pairs they check their meaningsStudents listen to the story twiceStudents act out the storyAnd underline the words they don't understandWrite 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 questionsCheck their answers and write them on the board. | Linguistic musicalbodily |  | 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 | TransferOf learning |
| Students are expected to be able to: To practice the new wordsTo practice the simple past (irregular verbs)To practice the comparative and the superlative degree of adjectives  | AB page 48-50 |  | The previous vocabularyThe simple past The comparativeThe superlative |  | Chalk boardFlash cards  | IntroductionAsk students to remind me of the new words they have learnt in the moduleIndividually students match the words with their meaningsStudents complete the table with the right form of the verbs.Remind the students with the comparative and superlative then ask them to complete exe. 3-4Students do exe 1-2 Explain the task in exe 3 Students complete the exercise on their ownThen do exe 4 in pairsDo the same thing to exe 5-6 | Linguistic Interpersonalintrapersonal |  | Exercises First sectionSecond section | ask and answer questions in the past.Compare things usingComparative 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 | TransferOf learning |
| Students are expected to be able to: To practice the words related to detectingTo listen to a police story to develop vocabularyDiscuss the story (the lost bag) | sB page 61 |  | Detecting vocabularyThe lost bag (story) | Speaking strategies Expressing opinion | Chalk boardFlash cards Cassette  | IntroductionAct out the storyAsk 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 textPlay the cassette and let students check their answersStudents read the text aloudWrite the answers on the board.  | Bodily Interpersonalmusical |  | Check the Discussion orallyFill 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 | TransferOf learning |
| Students are expected to be able to: To discuss the solution to a caseto read a story | SB page 62 |  |  |  FrightenedSuspectRansomTo cover upTo kidnapTo investigateVictimPolice officer | Chalk boardFlash cards  | IntroductionTalk about the title and the pictures Use the flash cards to teach the new wordsPractice the new words in sentences Students read the story in groups of three.In groups students answer the questionsDivide the class into groups and ask them to read the text and try to answer the questionEach group give their answer to the class and discuss it together  | Bodily Interpersonalmusical |  | Check the Discussion orallyAnswer 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 | TransferOf 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 boardFlash cards  | IntroductionCompare two books togetherThen 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 Interpersonalmusical |  | 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 | TransferOf learning |
| Students are expected to be able to: Ask answer questions about holidaysTo use the context to guess the meaning of new wordsTalk about types of holidaysTo listen to an expert talking about holidays | SB page 66 |  | Simple pastTravelTourtourist | To buildTo liet o relaxto rainto restto shineto sunbathe  | Chalk boardFlash cards  | IntroductionGo over the pictures and the titleTalk about their previous holidayWrite the question on the board and let students practice in pairsExplain the task and play the tape recorder more than once Talk about the differences between adventure holidays and ecotourismWrite the answers on the boardPlay the cassette and get students to guess the meaningIn pairs they check the meanings at their activity booksStudents use the new words in sentences   | Linguistic interpersonalmusical |  | Check orallyUse 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 | TransferOflearning |
| Students are expected to be able to: To read a dialogue about an adventure holidayTo act out a dialogue | SB page 68 |  | To buildTo liet o relaxto rainto restto shineto sunbathe |  The dialoguePresent continuousThe auxiliary verb is, am and are | Chalk boardFlash cards  | IntroductionUse the previous words in sentencesTalk about different types of holidaysIn 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 pictureIn pairs students act out the dialogueAnswer the comprehension question  | Linguistic interpersonalmusical |  | 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 | TransferOflearning |
| 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 boardFlash cards  | IntroductionAsk and answer questions about students routineAsk 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 gameRead 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 interpersonalmusical |  | 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 | TransferOflearning |
| 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 wordsReading passage about Ibn battuta | Chalk boardFlash cards  | IntroductionPlay 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 interpersonalmusical |  | Find the wordsAnswer 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 | TransferOflearning |
| 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 boardFlash cards  | IntroductionAsk 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 interpersonalmusical |  | Complete the text.Find the meaningsWrite 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 | TransferOflearning |
| Students are expected to be able to: Identify the meanings of wordsUse the present continuous negative, affirmative and interrogative form | Activity bookP 56, 57 |  | the present continuous negative, affirmative and interrogative formthe new words |  | Chalk boardFlash cards  | IntroductionList some of the new words learnt in the module.Students individually match the words with their meaningsReview the present continuous affirmative and interrogative formStudents 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 meaningsFill 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 |