Semester Plan

Class/ Level: Grade 8 Semester-second

Subject: English Unit Title: We will travel to the stars Pages: 36 to 47

Number of Classes: 24 Duration: from 20 / 1 to 29 / 2

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| No. | Outcomes | Resources & Material | Instructional Strategies | Assessment | | Reflection |
| Strategy | Tool |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18  19 | * Students are supposed to:   Use pictures to make guesses.  Respond to questions about the solar system and galaxy before, during and after listening.  Use context to guess the meanings of new words.  Use dictionaries and glossaries to confirm and clarify the meanings of words.  Participate in a group discussion about space travel.  Use mnemonics to remember the names of planets.  Interpret a reading text about the problem of orbital debris in order to answer questions.  Make predictions about the future of space travel.  Develop strategies of listening to check the use of the future simple tense.  Participate in peer discussion about possible space holidays.  Use reading strategies to identify relevant information in an article about a trip to space.  Demonstrate understanding of a listening text about Muslim astronomers.  Use words and sentences to participate in a discussion about planets.  Use a picture to make guesses about a reading text.  Participate in a group discussion about messages to space.  Use words and sentences clearly to present greetings.  Use sentences in the Future Simple tense.  Identify words from definitions to complete a crossword puzzle.  Follow instructions to make a model of the solar system. | Students' books  Activity books  Cassette  Chalkboard  Flash cards  Laptop  Interactive  Worksheet | -Direct instruction  -Group work  -Problem-solving and induction  -Critical thinking  -Activity-based learning | -Performance based-assessment  -Pencil and paper  -Communication  -Observation  -Reflection | -checklist | I feel content with ----------------------------------------------------  Challenges  ----------------------------------------------  Suggestions for improvement  ----------------------------------------------------- |

General information about students: Prepared by: School principal Date:……………….. signature…………………….

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From # QF71-1-49rev.a

Semester Plan

Class/ Level: Grade 8 Semester-second

Subject: English Unit Title: You can do it! Pages: 48 to 59

Number of Classes: 24 Duration: from 3 /3 to 18 / 4

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| No. | Outcomes | Resources& Material | Instructional Strategies | Assessment | | Reflection |
| Strategy | Tool |
| 1  2  3  4  5  6  7  8  9  10  11  12  13  14  15  16  17  18 | * Students are supposed to:   Use pictures to make guesses.  Use context to guess the meanings of new words.  Use dictionaries and glossaries to confirm and clarify the meanings of words.  Interview peers about sports.  Use words and sentences to report to the class about each other's sports.  Analyze the text about the rules of different sports to make inferences.  Use have to/ don't have to and can/ can't to discuss the rules of different sports.  Demonstrate understanding of a listening text about Jordanian athlete to answer questions.  Interview peers about what one has to/ doesn't have to or can/ can't do at home.  Analyse a text about the modern and ancient Olympic Games to make inferences.  Discuss solutions related to raising money for charity.  Read a conversation to identify relevant information.  Write an argument using organisational patterns.  Take part in a debate to present different ideas.  Participate in peer discussion about the rules of different sports and games.  Identify words from definitions to complete a crosswordpuzzle.  Write the rules of a new game.  Use words and sentences clearly to present the game to the class. | Students' books  Activity books  Cassette  Chalkboard  Flash cards  Laptop  Interactive  Worksheet | -Direct instruction  -Group work  -Problem-solving and induction  -Critical thinking  -Activity-based learning | -Performance based-assessment  -Pencil and paper  -Communication  -Observation  -Reflection | -checklist | I feel content with --------------------------------------------------------------------------  Challenges  ---------------------------------------------------------------  Suggestions for improvement  -------------------------------------------------------------------------- |

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From # QF71-1-49rev.

Semester Plan

Class/ Level: Grade 8 Semester-second

Subject: English Unit Title: They have endured centuries! Pages: 60 to 71

Number of Classes: 24 Duration: from 21/ 4 to 30 / 5

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| --- | --- | --- | --- | --- | --- | --- |
| No. | Outcomes | Resources & Material | Instructional Strategies | Assessment | | Reflection |
| Strategy | Tool |
| 1  2  3  4  5  6  7  8  9  10  11  12  3  14  15  16  16  18  19  20  21  22 | Students are supposed to:  Demonstrate understanding of a listening text by matching information with pictures.  Use context to guess the meanings of new words.  Use dictionaries and glossaries to confirm and clarify the meanings of words.  Participate in group discussion about familiar historical buildings.  Use pictures to make guesses.  Develop strategies of active listening to a text about Machu Picchu to identify information.  Use the Present Perfect Simple tense to ask and answer questions.  Participate in a class discussion about daily activities.  Write a dialogue by expanding notes.  Skim and scan an article about Jerash to identify relevant information.  Respond to simple questions during and after listening to an interview.  Interview peers about civilizations.  Use pictures to compare and contrast a monument then and now.  Make connections between prior knowledge and informational material about buildings.  Participate in a discussion about the buildings in one’s city.  Use appropriate organizational patterns to write a report about a building.  Use of the present perfect simple tense to ask and answer the questions.  Identify words from meanings to complete a crossword puzzle.  Participate in a group discussion about the old and new parts of one’s school.  Make a renovation plan.  Take part in a well- prepared authentic presentation to the class. | Students’ books  Activity books  Cassette  Chalkboard  Flash cards  Laptop  Interactive  Worksheet | -Direct instruction  -Group work  -Problem-solving and induction  -Critical thinking  -Activity-based learning | -Performance based-assessment  -Pencil and paper  -Communication  -Observation  -Reflection | -checklist | I feel content with -----------------------------------------------------------------------  Challenges---------------------------------------------------------Suggestions for improvement  ---------------------------------------------------------------------------- |

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