Class / Level: 8th grade

Unite Title: Starting out(1)

Number of Classes:

Lesson Title: starting out

Previous learning:

Form # Qf71-14rev.a

Date: from \\2018to\\2018

Vertical integration: Horizontal integration:

vertical integration. Horizontal integration.	Assessment					
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures	
To use words and sentences to participate in a discussion about learning styles.		Presenta	Activity -based learning 1-Debate 2-Games	• Student's Book pages 4–5. • Cassette. • Activity Book:	-in exercise 3, read the instructions and tell students that thismight be a good opportunity to work according to the learning style that suits them best.	
To demonstrate understanding of a listening text aboutlearning styles.	Chick list	tion		Module 1 – pages 4–6.	- Make sure that students know that they will not belistening to the descriptions from exercise 2 but toadvice relating to each description.	

	Day & Date	Section	Period	Fulfilled Outcomes	Homework
1-I feel					

Reflection:	
satisfied	
with:	
2-Challenges that f	aced me:

3- Suggestion for improvement:							
School principle:	Signature:	Date:					
Supervisor:	Signature:	Date:					

Class / Level: 8th grade

Unite Title: Starting out

Lesson title: let teens talk!

Number of Classes: Previous learning: Date: from \\ 2018 to \\ 2018

3- Suggestion for improvement:

Vertical integration: **Horizontal integration:**

		ment			
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures
 To use a picture to make guesses about Hamzah's routines. To use the Present Simple and the Present Continuoustenses. To use listening strategies to take notes about a profile. To write a paragraph for a specific purpose: a profile abouta friend. 	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	• Student's Book pages 6–7 • Cassette • Activity Book: Module 1 – pages 7–8	- Ask students to look at the picture and answer thequestions. -givestudents some time to complete the activity in exercise1 and double check their own work. -Remind students to follow the Listening Strategies, play the cassette, As students listen, remind themto note down important pieces of information andkey words. -Explain that students should work individually towrite a profile le about one of their friends using thePresent Simple tense. Encourage them to use agraphic organizer to make notes.

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
			•			2-Challenges that faced me:

Prepared by:

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

Form # Qf71-14rev.a

Class / Level: 8th grade Unite Title: Starting out

(3) Lesson title: keeping traditional Arabian crafts alive **Number of Classes:**

Date: from \\2018to\\2018 **Previous learning:**

Vertical integration: Horizontal integration:

	Assessment				Procedures	
Specific Outcomes		Strategy	Instructional Strategies	Resources & Materials		
To refer to a picture to make guesses.			Activity -based		 Ask students to read Um Issam's story, then checktheir guesses from the 'Before you start activity. 	
To skim and scan a text about someone's story.			learning 1-Debate 2-Games	• S.Bpages 8–9 • Dictionaries • Glossary –	-Ask students to read the speaking strategies givethem example expressions explain that such expressions indicate that	
To develop strategies of active listening to a text about someone telling her story to check answers.	Chiale	I		Activity Book page 66 Cassette Activity Book:	-Play the cassette and ask students to try andwork out the meanings of the key words	
To use context to guess the meaning of new words .	Chick list			Module 1 – pages 8–9	fromthe context in which they are used. -Ask two confident students to stand up and	
To use the Past Simple.					readthe dialogue Whenthey reach the blanks, ask different students tosuggest the correct form of the verb.	
To use words and sentences to participate in a debate about traditional crafts and modern art.					-Divide the class into groups and tell them whichpoint of view they will be defending.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

l				•	Reflection:
	atisfiedwith				
	nges that faced				
ა- Sugge	stion for improv	ement	 		

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a Class / Level: 8th grade

Unite Title: Different Cultures (4)

Number of Classes:

Previous learning: Date: from \ \ 2018to \ \ 2018

Vertical integration: Horizontal integration:

Lesson title:Different cultures

	Assessment					
Specific Outcomes	C Outcomes Tool Strategy Instructional Strategies Materials		1	Procedures		
 To use pictures to make guesses about people's lifestyles. To use the sequence of sentences to identify the main idea while listening to people talk about their culture and lifestyle. To use context to guess the meaning of new words To use dictionaries and glossaries to confirm and clarify the meaning of words. To participate in class discussions comparing different lifestyles. 	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book pages 10–11 Dictionaries Glossary – Activity Book page 66 Cassette Activity Book: Module 2 – page 10	 - Ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary orthe glossary to check their answers. -Tell students that they should now use the newvocabulary to discuss the differences between theirlives and those of thecharacters on the cassette. 	

D	ay & Date	Section	Period	Fulfilled Outcomes	Homework

							Reflection:	
1-I feel							satisfied	
			2-0	:hallenges	that faced			
							•••••	•••••
Prepared								
	principle:	9	Signature:	Date	:			
Supervi	sor: S	Signature:	Date:					
	Qf71-14rev.a .evel: 8 th gra							
Maria la an	of Olasses I				e litle:Differ	ent Cultures(5)		
Number	of Classes: L	esson title:-ain	ferent lifestyles					- choose your own lifestyle
	s learning: integration:	Date: from \'		18				- choose your own mestyle
			-	Assess	ment			
Specific	c Outcomes			Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures

	Day & Date	Section	Period	Fulfilled Outcomes	Homework
1-I feel					

Reflection:
satisfied with
2-Challenges that faced me:

.....

3- Suggestion for improvement:

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.

Class / Level: 8th grade

Unite Title:Different Cultures(6)
Number of Classes: Lesson title: - Skills focus

Previous learning: Date: from \\2018to \\2018

- Stories around the world!

Vertical integration: Horizontal integration:

		ment				
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures	
To use context to guess the meaning of new words.	Chick list	Presenta tion	Activity -based	Student's Book	- Ask students to work in pairs to guess the meaningof the key word. Then, let them use a dictionary orthe glossary to check their	
To use dictionaries and glossaries to confirm and clarify the meaning of words.			learning 1-Debate 2-Games	pages 15–17 • Dictionaries	answers. -teach the students the difference between	
To identify facts and opinions.			2 0400	Glossary – Activity Book page 66	fact and opinion.	
To develop strategies of listening about an exceptional poet.				Cassette Activity Book:	-Play the cassette Students listen to the dialogue while doing the exercise	
To write notes about a person to use them in a Presentation.				Module 2 – pages 12–13	individuallyThey should make a note ofany answer they disagree on and listen carefully.	
To speak clearly about an exceptional Jordanian person					-ask students to think carefullyabout whom they would describe as exceptional.It could be a famous Jordanian.	

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
			•			2-Challenges that faced me:

3- Suggestion for improvement:

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a Class / Level: 8th grade

Unite Title:Different Cultures(7)

Number of Classes: Lesson Title: Writing a personal letter Previous learning: Date: from \ \2018 to \ \ 2018

Vertical integration: Horizontal integration:

		ment				
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures	
To use organizational patterns to identify parts of a letter.	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book page 18 Activity Book:	-ask students to read the Writing Strategies and plan their own letter or email, They can useMustafa's letter as a guidePut students into pairs and, first of all, ask	
To write a letter about one's life in a city.				Module 2 – pages 14–16	themto choose the city they will imagine living in, ask themto make notes about their imaginary life in this city, using the listed questions as a guide.	
To revise written work for clarity, correctness and Coherence.					- Tell students to use their Writing Strategies planto write a full letter, including the elements inMustafa's letter (address, date, questions, etc.)	

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
						2-Challenges that faced me:

.....

3- Suggestion for improvement:

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a

	Assessment					
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures	
To use sentences in the Present Simple and the Present Continuous tenses.	Chick list	Presenta tion	Activity -based learning 1-Debate	Student's Book pages 19–20	- Review the Present Continuous and the Present Simple tenses.	
To use sentences in the negative and interrogative forms.			2-Games	Cassette Activity Book: Module 2 – pages 17–18	-explain negative and interrogative forms, then read the rubric and make sure students understandthe activity.	
To identify words from definitions to complete a crossword puzzle					-Tell students that it's time to have some fun usingthe vocabulary they have learnt in the module, put the students into groups ask then to complete the task.	

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
,						2-Challenges that faced me:

3- Suggestion fo	r improvement:	•••	
Prepared by:	•		
School principle):	Signature:	Date
Supervisor:	Signature:	Date:	
Form # Qf71-14	rev.a		

Class / Level: 8th grade

Unite Title: Different Cultures (9)

Number of Classes: Lesson title: ProjectChildren from differentcultures

Previous learning: Date: from \ \ 2018to \\ 2018

Vertical integration: Horizontal integration:

		Assessment				Procedures	
Specific Outcomes	·		ool Strategy Strateg		Resources & Materials		
 To use simple English reference school to do some research. To write notes guided by a set To write a report by expanding To take part in a well-prepared presentation to the class. 	of questions. notes.	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book page 21 Paper, marker pens, scissors, glue sticks	 Direct students' attention to the miniature reporton Amazon children When students have finished reading, put theminto pairs. Each pair should choose a region where indigenouspeople live. Their second assignment is to use their notes towrite a report. The Amazon Children piece can beused as a guide. 	
	authentic					notes towrite a report. The Amazon Children	

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
		•	•	•		2-Challenges that faced me:

3- Suggestion for improvement:	
Prepared by:	

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a Class / Level: 8th grade

Unite Title:What's a hero?(10)

Number of Classes: Previous learning:

Vertical integration:

Date: from \\ 2018to \\ 2018

Horizontal integration:

Lesson title:What's a hero?

Assessment						
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures	
 To use pictures to make guesses about different heroes. To develop strategies of active listening to confirm meaning in authentic descriptions of heroes. To use context to guess the meaning of new words. To participate in a group discussion about heroes and their qualities. 	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book pages 22–23 Dictionaries Glossary – Activity Book page 67 Cassette Activity Book: Module 3 – page 19	-Read through the questions with the students, If they cannot identify the people in the photos, explain that one of them is Mustafa Salamih. -Play the cassette and ask students to pay attention to the characteristics of each person being described see which description of 'hero' matches thembest. - Ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary orthe glossary to check their answersPlay the cassette a second time. Tell students that this time, they're listening to see which adjectives from exercise 2 describe each person	

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflecti
					satisfie
					with

eflection:

satisfied with.....

1-I feel

2-Challenges that faced me	ə:	
3- Suggestion for improven		
Prepared by:		
School principle:	Signature:	Date:

Date:

Supervisor: Signature:

Form # Qf71-14rev.a

Class / Level: 8th grade

Unite Title:What's a hero?(11)

Number of Classes: Lesson title: A true hero

Previous learning: Date: from \\2018 to \\2018

Vertical integration: Horizontal integration:

	Assessment					
Specific Outcomes	c Outcomes Tool Strategy Instructional Strategies		Resources & Materials	Procedures		
 To develop reading strategies to understand an authenticinformational article. To use context to guess the meaning of new words. To use dictionaries and glossaries to confirm word meaning and clarify meaning. To differentiate between the uses of the Past Continuousand the Past Simple tenses. To roleplay a situation to offer solutions. To use connecting words (<i>This morning, next, in the end</i>) to help comprehension of the listener when presentinginformation 	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book pages 24–26 Dictionaries Glossary – Activity Book page 67 Cassette Activity Book: Module 3 – pages 20–21	-Read the rubric and ask students to answer thequestions in pairs. Ask them to think of severalpossible answers for each question. - Ask students to work in pairs to guess the meaningof the key word. Then, let them use a dictionary orthe glossary to check their answers. -Tell students to read the Reading Strategies box, and then ask them to skim through the article first to write the headline as a full sentence in theirnotebooks. -Ensure students understand the difference betweenthe Past Simple and Past Continuous. -Read the Speaking Strategies with the whole class and tell students these are useful tips for them tofollow in order to describe something in a clear andlogical order.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
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1-I feel							Reflection: satisfied		
Prepared	by: orinciple:	Signature:	Signature: Date:	Date					
Form #	Qf71-14re	v.a							
Class / L	evel: 8 th g	rade		Unite	Title:\Mbat	's a horo2(12)			
Previous	of Classes learning: ntegration:	Date: from	ı \ \2018 to integration:						
	_			Assess	ment				
Specific	Outcomes	6		Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures	

To use a picture to express an opinion.			Activity -based		-Ask students to consider the questions and discusstheir ideas with a partner.
To use context to guess the meaning of new words.			learning 1-Debate 2-Games	Student's Book pages 27–29 Dictionaries	- Ask students to work in pairs to guess the meaningof the key word. Then, let them use a dictionary orthe glossary to check their answers.
To use dictionaries and glossaries to confirm word meaning and clarify meaning.	Chick list	Presenta tion		• Glossary – Activity Book page 67	-Now tell students to read the article about RufaidaAl Aslamiya in pairs. They should ther
To interpret an article to make inferences about Rufaida Al Aslamiya's qualities.				CassetteActivity Book:Module 3 – page22	discusswhether any adjectives from page 23, exercise 3could be used to describe her. -Allow students to work in pairs so that they
To participate in a group discussion to express an opinion					canhelp each other to answer the questions. Remindthem that they should provide evidence from thetext for each of their answers.

	Day & Date	Section	Period	Fulfilled Outcomes	Homework
1-I feel					

Reflection:	
satisfied with	
2-Challenges that faced me:	

2 Suggestion for improvement

3- Suggestion for improvement:

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a

Class / Level: 8th grade

Unite Title:What's a hero?(13)

Number of Classes: Lesson title:Communication Workshopwriting a story

Previous learning: Date: from \ \ 2018 to \\ 2018

Vertical integration: Horizontal integration:

	Assessment				
Specific Outcomes	Tool Strategy		Instructional Strategies	Resources & Materials	Procedures
 To skim and scan an article about a hero to identify Information. To outline a sequence of events in a story. To write a rescue story for a newspaper. To read sentences clearly, correctly and fluently 	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book page 30 Activity Book: Module 3 – pages 23–25	-Ask your students to read the newspaper articleand work in pairs to check any vocabulary they areuncertain of -Tell students that, using the story in their Student'sBooks as a guide, they will write the own rescuestory. -Ask students to use their plans to begin writing their stories, tell them that they should only writethree paragraphs and reassure then that the piecedoesn't have to be very long. -Each group member should read their stories aloudto the rest of the group.

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
		-	-	-	_	2-Challenges that faced me:

3- Suggestion for improvement:

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a Class / Level: 8th grade

Unite Title:What's a hero?(14)

Number of Classes: Lesson title:Language Development Previous learning: Date: from \ \ 2018 to \ \ 2018

Vertical integration: Horizontal integration:

		ment			
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures
To use sentences in the Past Simple and the Past Continuous tenses.	Chick	Presenta	Activity -based learning 1-Debate 2-Games	Student's Book pages 31–32 Cassette Activity Book: Module 3 – pages	-Explain how to use sentences in the Past Simple and the Past Continuous tenses. -Read the task aloud and clarify any doubts, askstudents to work individually.
To identify words from definitions to complete a Crossword puzzle.	list	tion		26–27	-Give students the option whether to work individually or in pairs to complete the crossword.

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied with
3- Sugge Prepared		orovement:				2-Challenges that faced me:
School	principle:		Signature:	Date:		
Supervi	sor:	Signature:	Date:			

Form # Qf71-14rev.a

Class / Level: 8th grade

Unite Title:What's a hero?(15)

Vertical integration: Horizontal integration:

		ment			
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures
 To participate in a group discussion to decide on a hero. To write notes to explain the choice of a hero. To use sentences to communicate with the class clearly and effectively. To take part in a well-prepared authentic presentation to the class. 	Chick list	Presenta tion	Activity -based learning 1-Debate 2-Games	Student's Book page 33 Construction paper, colored paper, cardboard, scissors, marker pens, a glue stick and sticky tape	 Put the students into groups and tell them to read through their first assignment. They should havea discussion in order to decide which heroes theyare going to focus on. Each group should take notes explaining theirchoices. ask one or tworepresentatives from each group to explain theirgroup's choices and have a class discussion. Then, tell students they can begin making theirsigns and murals. They should be as colorful andinteresting as possible. Students they can begin a thin in a strength of the color of th
					colorful andinteresting as possible. Student should incorporatedescriptions outlining what this person was chosen.

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
			•			2-Challenges that faced me:

School principle: Signature: Date: Date

Supervisor: Signature: Form # Qf71-14rev.a

Class / Level: 8th grade **Unite Title: Revision(16)**

Number of Classes: Lesson title: I now know...

Previous learning: Date: from \ \ 2018 to \ \ 2018 Vertical integration: Horizontal integration:

vertical integration: Horizontal integration:					
Specific Outcomes	Tool	Strategy	Instructional Strategies	Resources & Materials	Procedures
To use vocabulary relating to heroism and different Cultures.	Ohista	Bussents	Activity -based learning 1-Debate 2-Games	Student's Book pages 34–35 Activity Book: I now know –	-Read the instructions and ask students to begin by finding the correct form of the verbs in brackets, theyshould keep each sentence i mind for the next partof the activity.
• To review the grammar learnt in Modules 1–3.	Chick list	Presenta tion		pages 28–29	-Tell students that the grid contains 10 words fromModules 1–3. They should circle each of the words as they find them and then write them down.

	Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
1-I feel						satisfied
						with
						2-Challenges that faced me:

3- Suggestion for improvement:

Prepared by:

School principle: Signature: Date:

Supervisor: Signature: Date:

Form # Qf71-14rev.a