

Class / Level: 8th grade

Unit Title: Starting out(1)

Number of Classes: Lesson Title: starting out

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

Vertical integration: Horizontal integration:

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

1-I feel

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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

Unit Title: Starting out

(2)

Lesson title: let teens talk!

Number of Classes:

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
• To use a picture to make guesses about Hamzah's routines. • To use the Present Simple and the Present Continuous tenses. • To use listening strategies to take notes about a profile. • To write a paragraph for a specific purpose: a profile about a friend.	Chick list	Presentation	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 the questions. - Give students some time to complete the activity in exercise 1 and double check their own work. - Remind students to follow the Listening Strategies, play the cassette, As students listen, remind them to note down important pieces of information and key words. - Explain that students should work individually to write a profile about one of their friends using the Present Simple tense. Encourage them to use a graphic organizer to make notes.

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:
Supervisor:
Form # Qf71-14rev.a

Signature:
Date:

Date:

Class / Level: 8th grade

Unit Title: Starting out (3)

Number of Classes:

Lesson title: keeping traditional Arabian crafts alive

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

Vertical integration: Horizontal integration:

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

Day & Date	Section	Period	Fulfilled Outcomes	Homework

--	--	--	--	--

Reflection:

1-I feel satisfiedwith.....

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

Unit Title:Different Cultures(4)

Lesson title:Different cultures

Number of Classes:

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
• 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 meaningof 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.

Day & Date	Section	Period	Fulfilled Outcomes	Homework
------------	---------	--------	--------------------	----------

Reflection:

satisfied

1-I feel

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(5)

Number of Classes: Lesson title:-different lifestyles

- choose your own lifestyle

Previous learning: Date: from \ 2018 to \ 2018

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			

• To use a picture to make guesses for a reading task. • To interpret an article about a documentary maker by answering critical-thinking questions. • To use context to guess the meaning of new words. • To use dictionaries and glossaries to confirm and clarify the meaning of words. • To use the Present Simple and the Present Continuous tenses to ask and answer questions.	Chick list	Presenta tion	Activity –based learning 1-Debate 2-Games	• Student's Book pages 12–14 • Dictionaries • Glossary – Activity Book page 66 • Cassette • Activity Book: Module 2 – pages 10–12	- Ask students to guess where the man is and what he might be doing there. -- Ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary or the glossary to check their answers. - Ask students to read the article, do this activity with students working in pairs. - Explain that the Present Simple indicates that it is not an activity you are doing now but something you do often and solve the exercises 1, 2.
---	-------------------	----------------------	--	---	--

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

Unit Title: Different Cultures (6)

Number of Classes: Lesson title: - Skills focus

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

- Stories around the world!

Vertical integration: Horizontal integration:

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

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:

Supervisor:

Signature:

Signature:

Date:

Date:

Form # Qf71-14rev.a

Class / Level: 8th grade

Unit Title: Different Cultures (7)

Number of Classes: Lesson Title: Writing a personal letter

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
• To use organizational patterns to identify parts of a letter. • To write a letter about one's life in a city. • To revise written work for clarity, correctness and Coherence.	Chick list	Presenta tion	Activity –based learning 1-Debate 2-Games	• Student's Book page 18 • Activity Book: Module 2 – pages 14–16	-ask students to read the Writing Strategies and plan their own letter or email, They can useMustafa's letter as a guide. -Put students into pairs and, first of all, ask 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. - 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
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.a

Class / Level: 8th grade

Unit Title: Different Cultures(8)

Number of Classes: Lesson Title: Language Development

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

Vertical integration: Horizontal integration:

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

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:

Supervisor:

Form # Qf71-14rev.a

Signature:

Signature:

Date:

Date:

Class / Level: 8th grade

Unit Title: Different Cultures (9)

Number of Classes: Lesson title: Project Children from different cultures

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
• To use simple English reference material in the school to do some research. • To write notes guided by a set of questions. • To write a report by expanding notes. • To take part in a well-prepared authentic presentation to the class.	Chick list	Presentation	Activity –based learning 1-Debate 2-Games	• Student's Book page 21 • Paper, marker pens, scissors, glue sticks	- Direct students' attention to the miniature report on Amazon children - When students have finished reading, put them into pairs. - Each pair should choose a region where indigenous people live. - Their second assignment is to use their notes to write a report. The Amazon Children piece can be used as a guide.

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:

Supervisor:

Signature:

Signature:

Date:

Date:

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

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

Lesson title: What's a hero?

Number of Classes:

Previous learning: Date: from \ 2018 to \ 2018

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
• 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	Presentation	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 Salami. -Play the cassette and ask students to pay attention to the characteristics of each person being described to see which description of 'hero' matches them best. - Ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary or the glossary to check their answers. -Play the cassette a second time. Tell students that this time, they're listening to see which adjectives from exercise 2 describe each person

1-I feel

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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

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

Lesson title: A true hero

Number of Classes:

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
- To develop reading strategies to understand an authentic informational 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 Continuous and 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 presenting information	Chick list	Presentation	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 the questions in pairs. Ask them to think of several possible answers for each question. - Ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary or the 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 their notebooks. - Ensure students understand the difference between the Past Simple and Past Continuous. - Read the Speaking Strategies with the whole class and tell students these are useful tips for them to follow in order to describe something in a clear and logical order.

Day & Date	Section	Period	Fulfilled Outcomes	Homework
------------	---------	--------	--------------------	----------

Reflection:

satisfied

1-I feel

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?(12)

Lesson title: A compassionate hero

Number of Classes:

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			

• To use a picture to express an opinion. • To use context to guess the meaning of new words. • To use dictionaries and glossaries to confirm word meaning and clarify meaning. • To interpret an article to make inferences about Rifaida Al Aslamiya's qualities. • To participate in a group discussion to express an opinion	Chick list	Presenta tion	Activity –based learning 1-Debate 2-Games	• Student's Book pages 27–29 • Dictionaries • Glossary – Activity Book page 67 • Cassette • Activity Book: Module 3 – page 22	-Ask students to consider the questions and discuss their ideas with a partner. - Ask students to work in pairs to guess the meaning of the key word. Then, let them use a dictionary or the glossary to check their answers. -Now tell students to read the article about Rifaida Al Aslamiya in pairs. They should then discuss whether any adjectives from page 23, exercise 3 could be used to describe her. -Allow students to work in pairs so that they can help each other to answer the questions. Remind them that they should provide evidence from the text for each of their answers.
--	-------------------	----------------------	--	---	--

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:

Supervisor:

Signature:

Signature:

Date:

Date:

Form # Qf71-14rev.a

Class / Level: 8th grade

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

Number of Classes: Lesson title: Communication Workshop writing a story

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
- 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	Presentation	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 article and work in pairs to check any vocabulary they are uncertain of -Tell students that, using the story in their Student's Books as a guide, they will write their own rescue story. -Ask students to use their plans to begin writing their stories, tell them that they should only write three paragraphs and reassure them that the piece doesn't have to be very long. -Each group member should read their stories aloud to the rest of the group.

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.a

Class / Level: 8th grade

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

Number of Classes: Lesson title: Language Development

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

Vertical integration: Horizontal integration:

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

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:

Class / Level: 8th grade

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

Number of Classes: Lesson title: Project Heroes' corridors

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
• 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	Presentation	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 have a discussion in order to decide which heroes they are going to focus on. - Each group should take notes explaining their choices. - ask one or two representatives from each group to explain their group's choices and have a class discussion. - Then, tell students they can begin making their signs and murals. They should be as colorful and interesting as possible. Students should incorporate descriptions outlining why this person was chosen.

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:
Supervisor:
Form # Qf71-14rev.a

Signature:
Date

Date:

Class / Level: 8th grade

Unit Title: Revision(16)

Number of Classes:

Lesson title: I now know...

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

Vertical integration: Horizontal integration:

Specific Outcomes	Assessment		Instructional Strategies	Resources & Materials	Procedures
	Tool	Strategy			
- To use vocabulary relating to heroism and different Cultures. - To review the grammar learnt in Modules 1–3.	Chick list	Presenta tion	Activity –based learning 1-Debate 2-Games	- Student's Book pages 34–35 - Activity Book: I now know ... – pages 28–29	-Read the instructions and ask students to begin by finding the correct form of the verbs in brackets, theyshould keep each sentence in mind for the next partof the activity. -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
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.a