

## Unit Title : Unit 10:Culture vulture

## Lesson : 1A VOCABULARY AND GRAMMAR (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From        /        To        /       

Previous Learning : vocabulary and grammar

-Vertical Integration: Words describing objects

## Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Use functional language to deal with less familiar everyday topics • Understand simple conversations on familiar topics, if supported by written text (e.g. a menu) or pictures • Understand colloquial usage specific to the context and a range of connotative meanings	• SB pages 48-49; Grammar Reference page 74; Communication page 78 • Online resources: Photocopiable resource 42	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to think about which historical period they would visit for a day if they were given the opportunity. Put students into pairs and tell them to discuss their choices. Ask them to give reasons why they chose that particular period. When they have finished, ask them to share their choices with the class.	(5 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 2. Put students into pairs and ask them to look at pictures A–C on page 48 and describe them to each other, using the words in the table. Ask them also to speculate about what these objects might have been used for. Allocate five minutes for the pair activity. When they have finished, ask them to share their discussion with the class.	(15 minutes))
3			Group work-Pair work	Communication		Exercise 3. Ask the students to listen to the podcast to check their ideas of what they were used for. Ask the students: Which order are the pictures mentioned in? What do they say the objects are used for? Check the answers as a class. Exercise 4. Ask students to read the extracts from the recording and match the underlined verb forms to their meanings a-c. Ask them to check their answers with a partner then check them as a class.	(15 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 5. Ask students to read the sentences a-d from the recording. Tell them to look at the underlined part in each sentence and first decide which sentences have passive verb forms (b,d) and which ones have continuous forms (a,c). Then ask them to write the grammar rule for each. Refer students to the Grammar Reference section on page 74 for more information. Exercise 6. Read the Watch Out! box with the students and go through the examples. Then ask them to read the six sentences and choose the best verb form for each sentence.	
			Problem-solving	Reflection		Exercise 7. Ask students to read the text and complete it with the correct forms of the words in brackets. Tell them to compare their answers with a partner. Then play the recording for the final check.	
						PRODUCTION Exercise 8. Ask students to work in pairs, look at the photo and speculate about what the Costa Rican balls could have been used for.	(5 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with\_\_\_\_\_

Challenges that faced me\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 1B VOCABULARY AND GRAMMAR (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: tenses

Horizontal Integration: Culture / Recreation

N o	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the difference between past and present time in events or situations  • Extract specific information from a simple text  • Use an appropriate range of words, structures and phrases for familiar and everyday forms of writing	• SB: pages 48-49 • WB: pages 36-37	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, ask them to work in small groups and take turns to show the photos of their artefacts to the others and everyone should speculate about what the artefact might have been/might have been used for. PRACTICE Exercise 1. Remind students how to use modals for speculation. Then ask them to read the sentences and choose the part in each sentence that refers to the past. Tell them to discuss their choices in pairs then check the answers as a class.	(5 minutes)
2			Presentation Discussion	Observation		Exercise 2. Put students into pairs. Tell them to read the sentences and to choose the one of the three options that is the most suitable for replacing the underlined part in each sentence. Encourage them to discuss their choices with each other. Then check the answers as a class.	(10 minutes)
3			Group work- Pair work  Critical thinking  Problem-solving	Communication  Pencil & Paper  Reflection		PRODUCTION Exercise 3. Ask students to work individually and explain that in each sentence they need to use the past modal that has got the same meaning as the expression in the first sentence. Read the first sentence pairs and elicit from the students which part of the first sentence means the same as the modal phrase. Then ask them to complete the rest of the sentences. When they are ready, they should compare their answers with a partner. Check the answers as a class. Exercise 4. Tell students that they are going to read two mini-conversations and that they will need to complete them with the correct continuous modal forms of the verbs given in brackets. Remind students how to form the continuous modal forms. Ask them to complete the sentences individually, then practise them in pairs. Exercise 5. Tell students that they will need to complete the sentences so that the new sentences have the same meaning as the first ones. Ask them to rewrite the sentences individually. When they have finished, put them into pairs to check their answers. Monitor pairs and if necessary, discuss the answers as a class. Exercise 6. Read the instruction to the students and emphasise that there might be sentences where more than one modal verb can be used. Then read the first sentence and elicit from the students why the modal verb 'might' is the correct one. Ask them to complete the sentences individually. When they have finished, they should check their answers with a partner. Monitor the activity and if necessary, discuss the answers as a class Exercise 7. Students write a short paragraph speculating about a mysterious object they found on the beach, supporting their speculation with evidence. Elicit some ideas from the students before they start writing. Monitor the activity and offer support as necessary	(25 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

# Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 2A LISTENING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words related to culture and embroidery Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Identify specific information in descriptions, talks or conversations if spoken clearly  • Understand the main information in extended informal and formal conversations at natural speed	• SB: page 50 • Online Resources: Photocopiable Resource 43	Direct instructions-	Performance	Rating scale	WARM-UP Tell students that the topic of the lesson is Jordanian embroidery. Ask them what they found out about it for homework. Put students into small groups (4-6) and ask them to discuss the question. Set three minutes for the discussion, bring the students together and ask them to share their answers with the class.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 1. Put students into pairs. Tell them to read the Quiz questions and work out or guess the correct answers. When they have finished, tell them that you are going to play a recording from a radio programme about Jordanian embroidery and that they will hear the correct answer to each question in the programme.	(10 minutes)
2			Group work- Pair work	Communication		Exercise 2. Play the recording. Ask students to give you the correct answer to each question. Find out also how well they did in the quiz.	(15 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Ask students to read the sentences. Tell them that these sentences are from the programme and they are going to listen to the recording again. Their task is to complete each sentence with no more than three words. Play the recording. Then put students into pairs and ask them to check their answers. Monitor this step and play the recording again if students need more support to complete the task.	(10 minutes)
			Problem-solving	Reflection		Exercise 4. Tell students to read the sentences taken from the recording and match the highlighted words to their definitions. Get them to check their answers in pairs. PRODUCTION Exercise 5. Put students into pairs and ask them to discuss the task using some of the words from Exercise 4. Ask them to share their answers with the class. Exercise 6. Put students into groups and ask them to discuss the question. Ask them to share their answers with the class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson 2B VOCABULARY (WB):

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Adjectives describing art and colour

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand simple phrases and sentences on topics of personal relevance .  • Understand a wide range of words and phrases associated with unfamiliar or complex topics if spoken clearly	• SB: page 50 • WB: page 38	Direct instructions-	Performance	Rating scale	WARM-UP Ask students to work in pairs and write down as many adjectives to describe arts and crafts as they can remember from last lesson. Pairs feed back to the class.	(5 minutes)
			Presentation Discussion	Observation		PRACTICE Exercise 1. Students work in pairs to decide if each word is positive or negative in meaning. They can use a dictionary.	(15 minutes)
2			Group work- Pair work	Communication		Exercise 2. Students can do the task individually.	(20 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 3. Ask students to read the sentences aloud to see if they can work out which sound disappears with contractions. Play the recording for them to check their answers. Then read the Active Pronunciation box and highlight other common contractions which follow the same rule.	
			Problem-solving	Reflection		Exercise 4. Explain that students will hear pairs of past modals. They need to listen and tick the one they hear first Exercise 5. Students practise saying each pair of past modals from Exercise 4. They then listen and check.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 3A GRAMMAR (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: tenses

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Understand the difference between past and present time in events or situations • Recognise a wide variety of functional language in a conversation or talk if spoken clearly • Understand colloquial usage specific to the context and a range of connotative meanings	• SB: page 51; Grammar Reference page 74 • Online resources: Photocopiable Resource 44	Direct instructions-	Performance	Rating scale  Observation  Communication  Pencil & Paper  Reflection	WARM-UP Put students in pairs. Ask them to tell their partner who their favourite actor/actress is and why. Give them a minute or two to share their choices. Then bring the class together to find out which actors/actresses are most popular and why. PRESENTATION Exercise 1. Ask students to read the factfile about Cameron Brian and tell their partner which piece of information they found the most interesting and why. Exercise 2. Now tell students to read the article excerpt about Cameron and share with their partner which piece of information they think is the most surprising about him PRACTICE Exercise 3. Ask students to read the underlined and numbered participle clauses in the excerpt and match them to the participle clauses a-c. Explain that these sentences talk about the functions of the underlined clauses in the text. The students need to read the text to understand the context. PRODUCTION Exercise 4. Tell students to rewrite the sentences, using reduced participle clauses. Check answers as a class. Ask students to read the information about how to use participle clauses in the Watch Out! box. Exercise 5. Ask students to rewrite the sentences, replacing the underlined section with a participle phrase in each sentence. Tell them to check their sentences with a partner then discuss the answers as a class. Refer them to the Grammar Reference section on page 74 for more information. Exercise 6. Tell students to combine the sentences, using participle clauses. Get them to check their answers in pairs.	(10 minutes)
2			Presentation Discussion	Observation			(10 minutes)
3			Group work- Pair work	Communication			(10 minutes)
			Critical thinking	Pencil & Paper			(10 minutes)
			Problem-solving	Reflection			(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Lesson : 3B GRAMMAR (WB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration :tenses

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand a wide and varied range of vocabulary, collocations and some complex functional language • Understand unstructured texts that use complex structures • Use an appropriate range of words, structures and phrases for familiar or everyday situations	• SB: page 51 • WB: page 39	Direct instructions-	Performance	Rating scale	WARM-UP Before students open their books, tell them to swap the sentences they wrote for homework with a partner and combine them, using participle clauses. This activity can be done orally.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 1. Tell students to read the sentences containing reduced participle clauses and circle the subject in each sentence. Make it a race to see who is the fastest. Check the answers with the class.	(25 minutes)
3			Group work- Pair work	Communication		Exercise 2. Ask students to connect the two parts of the sentences. When they finish, check the answers as a class	
			Critical thinking	Pencil & Paper		Exercise 3. Ask students to complete the adverbial clauses with the adverbial phrases in the box. Give them time to check and discuss their answers in pairs or small groups once they have finished.	
			Problem-solving	Reflection		Exercise 4. Explain to the students that they will need to replace the underlined sentence parts with participle clauses. Look at the example sentence together. Ask students to explain why the past participle form is the correct one. Tell them to analyse the remaining sentences, paying attention to the time of the action in the underlined parts in relation to the time in the other clauses. When they have finished, ask them to compare their answers. Monitor this part and if students have different answers, encourage them to explain why they chose that particular form before you check as a class.	
						PRODUCTION Exercise 5. Read the rubric to the students. Clarify what you expect them to write. You may want the students to write a paragraph of 80-100 words or you may ask them to write individual sentences, using participle clauses in each sentence. For the second approach tell the students how many sentences they are expected to write.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 3A GRAMMAR (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand the difference between past and present time in events or situations • Recognise a wide variety of functional language in a conversation or talk if spoken clearly . • Understand colloquial usage specific to the context and a range of connotative meanings	• SB: page 51; Grammar Reference page 74 • Online resources: Photocopiable Resource 44	Direct instructions-	Performance	Rating scale	WARM-UP Put students in pairs. Ask them to tell their partner who their favourite actor/actress is and why. Give them a minute or two to share their choices. Then bring the class together to find out which actors/actresses are most popular and why.	(10 minutes)
2			Presentation Discussion	Observation		PRESENTATION Exercise 1. Ask students to read the factfile about Cameron Brian and tell their partner which piece of information they found the most interesting and why.	(10 minutes)
3			Group work- Pair work	Communication		Exercise 2. Now tell students to read the article excerpt about Cameron and share with their partner which piece of information they think is the most surprising about him	(10 minutes)
			Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Ask students to read the underlined and numbered participle clauses in the excerpt and match them to the participle clauses a-c. Explain that these sentences talk about the functions of the underlined clauses in the text. The students need to read the text to understand the context.	
			Problem-solving	Reflection		PRODUCTION Exercise 4. Tell students to rewrite the sentences, using reduced participle clauses. Check answers as a class Ask students to read the information about how to use participle clauses in the Watch Out! box. Exercise 5. Ask students to rewrite the sentences, replacing the underlined section with a participle phrase in each sentence. Tell them to check their sentences with a partner then discuss the answers as a class. Refer them to the Grammar Reference section on page 74 for more information Exercise 6. Tell students to combine the sentences, using participle clauses. Get them to check their answers in pairs.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Lesson : 3B GRAMMAR (WB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand a wide and varied range of vocabulary, collocations and some complex functional language . • Understand unstructured texts that use complex structures. • Use an appropriate range of words, structures and phrases for familiar or everyday situations	• SB: page 51 • WB: page 39	Direct instructions-	Performance	Rating scale	<b>WARM-UP</b> Before students open their books, tell them to swap the sentences they wrote for homework with a partner and combine them, using participle clauses. This activity can be done orally.	(5 minutes)
2			Presentation Discussion	Observation		<b>PRACTICE</b> Exercise 1. Tell students to read the sentences containing reduced participle clauses and circle the subject in each sentence. Make it a race to see who is the fastest. Check the answers with the class.	(25 minutes)
3			Group work- Pair work	Communication		Exercise 2. Ask students to connect the two parts of the sentences. When they finish, check the answers as a class. Exercise 3. Ask students to complete the adverbial clauses with the adverbial phrases in the box. Give them time to check and discuss their answers in pairs or small groups once they have finished. Exercise 4. Explain to the students that they will need to replace the underlined sentence parts with participle clauses. Look at the example sentence together. Ask students to explain why the past participle form is the correct one. Tell them to analyse the remaining sentences, paying attention to the time of the action in the underlined parts in relation to the time in the other clauses. When they have finished, ask them to compare their answers. Monitor this part and if students have different answers, encourage them to explain why they chose that particular form before you check as a class.	(10 minutes)
			Critical thinking	Pencil & Paper		<b>PRODUCTION</b> Exercise 5. Read the rubric to the students. Clarify what you expect them to write. You may want the students to write a paragraph of 80-100 words or you may ask them to write individual sentences, using participle clauses in each sentence. For the second approach tell the students how many sentences they are expected to write.	
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Class/Level 11<sup>th</sup> grade

Lesson : 4A READING AND VOCABULARY (SB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Prepositional phrases

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Understand a range of vocabulary, phrasal verbs and collocations in topic areas which may expand beyond the immediately familiar .	• SB: pages 52-53	Direct instructions-	Performance	Rating scale	WARM-UP (5 minutes) Exercise 1 Put the word 'spoiler' on the board ask: What is a spoiler? Where can you find spoilers? How do you feel about spoilers? Put the students into small groups and ask them to discuss the questions. Then have a class discussion. Then ask them to look at the cartoon at the bottom of page 53 in the book and find out whether this situation has ever happened to them.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Ask students to read the article to find out how the writer feels about spoilers and whether their opinion is the same as the writer's.	(10 minutes)
			Group work- Pair work	Communication		Exercise 3. Put students into pairs. Tell them that they need to find answers to the six questions in the article. Read through the questions together and deal with any questions they may have. Tell them to scan the article and mark the sections with the answers. Allocate three minutes for this. Then check the answers as a class.	(10 minutes)
2	• Understand detailed information in texts on most topics in order to take notes or repeat those points to another person		Critical thinking	Pencil & Paper		Exercise 4. Ask whether after reading the article any of the students have changed their minds about spoilers. Tell students to raise their hands if that is the case and call up a few to share their reasons with the class.	
			Problem-solving	Reflection		PRACTICE Exercise 5. Tell students to work individually and complete the phrases with the prepositions from the box. Emphasise that they can use a preposition more than once.	
						Exercise 6. Tell students to check their answers by finding these prepositional phrases in the article. Put them into pairs and ask them to split the list of phrases between them. Remind them to scan the article and underline the phrases once they found them. The pairs then share their findings. Allocate two minutes for this task. Ask students whether they need clarification on the meaning of any phrase and either give them help or tell them to use a dictionary	
						PRODUCTION Exercise 7. Tell students that they need to rewrite the sentences, using the appropriate prepositional phrases to replace the underlined sentence parts. Ask them to work individually and when they have finished, check their answers in pairs before you discuss the answers as a class.	(15 minutes)
						Exercise 8. Put the students in pairs. Tell them that they have four questions to discuss. Ask them to use prepositional phrases in their answers whenever possible. Monitor the discussions and offer help and clarification if needed.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Lesson : 5A VOCABULARY (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words and phrases connected to performance

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Use a good and varied range of vocabulary, collocations and some complex functions .</li> <li>• Demonstrate colloquial usage specific to the context</li> </ul>	<ul style="list-style-type: none"> <li>• SB: page 54; Communication page 78 •</li> <li>Online resources: Photocopiable Resource 45</li> </ul>	Direct instructions-	Performance	Rating scale	WARM-UP Put the following words on the board: theatre, comedy, film, TV. Ask students to work in small groups and discuss which types of performance they like the most and the least. Encourage them to give reasons for their choices. Then bring the class together and ask the groups to share their answers. PRESENTATION Exercise 1. Go through the word list with the students and check they all know the meanings. Then ask them to write the words into the table. Point out that there are words that can be written to more than one performance type. After they have done the task individually, tell them to check with a partner. Check their answers as a class	(5 minutes)
2			Presentation Discussion	Observation		Exercise 2. Go through the phrases with the students and elicit/explain the meanings if necessary. Ask them to add these phrases to the table of the previous exercise. Check the answers as a class.	(10 minutes)
3			Group work- Pair work	Communication		PRACTICE Exercise 3. Tell students that they are going to use the phrases from Exercise 2 as they have to rewrite the six sentences, replacing the underlined parts with a suitable phrase. Warn them that they might need to make slight changes to some sentences. Ask them to do the task individually, then they check with a partner before you elicit the answers. Exercise 4. Go through the list of adjectives with the students, elicit or explain the meanings if necessary. You could ask them to come up with a collocation (adjective + noun) to check how accurately they understand the meaning of these adjectives. Then ask them to complete the sentences with the adjectives, working individually. Mention that there are sentences in which more than one adjective would work. Ask them to check with a partner first, then check and discuss the answers as a class.	(10 minutes)
	• Generally uses vocabulary appropriately for the topic		Critical thinking	Pencil & Paper		PRODUCTION Exercise 5. Put students into pairs and ask them to read the Active Vocabulary section about easily confused words. Encourage them to discuss the differences in meaning and use between the pairs of words. Tell them to check their ideas on page 78 in the book. Exercise 6. Ask students to work individually and choose the correct word in each sentence. Then tell them to compare and discuss their answers in pairs. Monitor the activity and if needed, bring the class together for a final check.	(15 minutes)
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture vulture

Class/Level 11<sup>th</sup> grade

Lesson : 5B VOCABULARY (WB)

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: Words and phrases connected to performance

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Write a very simple informal, personal email or letter with generally appropriate opening and closing • Express opinions in short simple essays on familiar topics . • Use a good and varied range of vocabulary, collocations and some complex functions .	• SB: page 54 • WB: page 40	Direct instructions-	Performance	Rating scale	WARM-UP (5 minutes) Tell students to work in pairs, swap their homework with their partner, read it and ask questions to find out more about the performance and the writer's opinion about it.	(5 minutes)
2			Presentation Discussion	Observation		PRACTICE Exercise 1. Ask students to list as many easily confused word pairs as they can. Then tell them to complete the sentence pairs in Exercise 1 individually. When they have finished, get them to check their answers with a partner. Monitor the activity and make notes of the words students have made mistakes with. Bring the class together to check the answers. If there are words that need further clarifications write them on the board and let the students suggest contexts they are used in.	(20 minutes)
3			Group work- Pair work	Communication		Exercise 2. Tell students to look at the sentences and choose the best word for each gap. Get them to discuss their answers in pairs before you check the answers as a class. Exercise 3. Tell students to read the preview and write an appropriate word in each gap. Ask them to do the task individually before you check the answers with the class.	(15 minutes)
			Critical thinking	Pencil & Paper		PRODUCTION Exercise 4. Tell students that they need to write a message to their friends, recommending a TV show or film they love. As a first step, ask them to make notes: name the film or TV show they choose and create a mind map with adjectives, phrases they want to use in their writing. Tell them that this step ensures that they think about not only the content but the structure as well.	
			Problem-solving	Reflection			

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10: Culture culture

Lesson : 6A SPEAKING (SB)

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Participate in spontaneous interactions on familiar topics connected to the wider world. • Express ideas, including abstract ideas, and opinions with precision and present and respond to complex or hypothetical lines of argument convincingly	• SB: page 55; Communicati on page 78	Direct instructions-	Performance	Rating scale	WARM-UP Find out how many students brought in flyers/ programmes for theatre/film/dance performances or exhibitions. Organise them into groups, with one flyer/ programme in each group. Get students to ask questions about that particular programme e.g. whether the student has seen it, what it is like, when/where it is on, etc.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION	(15 minutes)
2			Group work- Pair work	Communication		Exercise 1. Ask students to work in pairs, read the programme extracts and discuss the questions. Bring the class together and ask a few students to report on their discussion, particularly on the second question.	(10 minutes)
			Critical thinking	Pencil & Paper		Exercise 2. Ask the students to read the task. Suggest that they make notes when listening. Play the recording. Allow a few minutes for the students to organise their notes to be able to answer the questions. If needed, play the recording again. Then ask the students to compare their answers in pairs.	(10 minutes)
			Problem-solving	Reflection		PRACTICE Exercise 4. Go through the Watch Out! box with the students. Ask them to rewrite the sentences in the exercise. Check answers as a class. PRODUCTION Exercise 5. Direct students to page 78 in their Student's Book. Ask them to read the description of three more events. Organise the students into groups and tell them to negotiate, using the phrases from the Speaking box, which show to see tonight. If time allows, ask one group to repeat their negotiation in front of the whole class.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Unit 10:Culture culture

Class/Level 11<sup>th</sup> grade

Number of classes:

Lesson : 7A WRITING (SB)+ Revision

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to: • Have control of a set of basic structures, words and phrases for everyday situations	• SB: pages 56-57; Word List on page 68	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to work in small groups and discuss the following question: Do you prefer to watch a film, a TV programme or go to the theatre? Point out that they need to give reasons for their choices. Allow four minutes for the discussion then collate the information on the board to see what form of entertainment the majority of students prefer. Then elicit the advantages/disadvantages for each type	(5 minutes)
			Presentation Discussion	Observation			
			Group work- Pair work	Communication		PRESENTATION Exercise 2. Ask students to read the notice. In pairs they should discuss whether they agree with the magazine article's claim or not. Encourage them to give reasons.	(10 minutes)
			Critical thinking	Pencil & Paper			
2	• Write a straightforward description or narrative as part of an article or review		Problem-solving	Reflection		Exercise 3. Refer students to the rubric. Ask them to work in pairs and think of a good title for an article about their opinions on TV box sets. Then compare their ideas with the article below. Check that they understand the concept of 'chewing gum for the eyes' (easy to understand and enjoyable but easily forgotten - like chewing gum which tastes nice but provides no nutrition and gets thrown away after chewing). Do they think it's a good title. Why or why not? PRACTICE Exercise 4. Ask students to read the full article and answer the questions. Encourage them to underline examples of the techniques used. Exercise 5. Students read the Writing box and underline examples in the article Exercise 6. Students scan the text for synonyms. Feed back as a class. Other synonyms may be possible. Exercise 7. Students study Watch Out! They can work in pairs to complete the text. Feed back as a class PRODUCTION Exercise 8. Ask students to read the 'Articles Wanted!' notice and plan an article using the bullet points for guidance. Ask students to swap their plans and give each other positive and constructive feedback on them. Ask them to focus on whether the bullet points in Exercise 8 will be covered and what information they could add to the article to engage the readers' interest. They will write the article for homework.	(15 minutes)
							(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

**Lesson plan**  
**Title: LIFE SKILLS 9–10**

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration:

Horizontal Integration: Culture / Recreation

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity .	• SB pages 58-59	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Ask students to look at the pictures on pages 58-59 and in pairs discuss what they see. How would they describe the pictures? What is the common element they all depict? Elicit answers from the students, put their suggestions on the board, then ask them to read the definition of resilience. Refer back to the students' suggestions and ask whether the suggestions lead to the definition of resilience.	(5 minutes)
			Presentation Discussion	Observation		PRESENTATION Exercise 2. Ask students to read the article on page 58 then, using the information from the reading, complete the summary in the Life Skills box. Get them to check their answers in pairs. Find out which piece of advice they found the most useful.	(10 minutes)
			Group work- Pair work	Communication		PRACTICE Exercise 3. Ask students to read the three questions. Put them into pairs – or allow them to choose their partner – and get them to discuss these questions. Tell them to listen carefully to each other and at the end give each other some positive and constructive feedback/ advice if possible. Bring the class together and ask for volunteers to share their discussions with the class.	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 4. Ask students to look back at the questions they discussed and think about why questions like those are frequently asked at job interviews. Elicit answers from the class.	
			Problem-solving	Reflection		PRODUCTION Exercise 5. Organise students into small groups. Tell them to read the statement they are going to conduct a debate about. Ask them to make notes for their arguments, listing the pros and cons of each part of the statement. If time allows, work as a whole class and elicit from students what arguments they would use in the debate.	(10 minutes)

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

**Lesson plan**  
**Unit Title : CULTURE SPOT: Jordan's Parliament**

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Culture

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:  • Develop students' awareness of how Jordan's parliament works. Resources:	• SB: pages 60-61	Direct instructions-	Performance	Rating scale	WARM-UP Exercise 1. Students should work in groups. Read the question and ask students to note down anything they might know about Jordan's Parliament. Take feedback and discuss as a class. PRESENTATION	(5 minutes)
			Presentation Discussion	Observation		Exercise 2. Read the rubric to the students and check understanding. Tell students to skim read the article, looking for general facts to help them answer the question in Exercise 1. Check answers as a class. Answers Students' own answers 2 (T-S, S-S) Exercise 3. Ask students to read the gapped sentences. Allow students time to read the article again, this time in more detail. They can refer to the glossary on page 61 to help them. Students complete the task individually. Check answers as a class.	(10 minutes)
			Group work- Pair work	Communication		PRACTICE Exercise 4. Students should work in pairs. Refer students to the rubric. Allow students time to discuss the statements. Encourage students to guess the answer if they do not know. Take feedback as a class, but do not tell them the answers. They will check these in the next task.	(15 minutes)
			Critical thinking	Pencil & Paper		Exercise 5. Explain that they are going to listen to a conversation and should listen to check their answers to the quiz. Play the recording. Allow students time to record their answers. Play the recording again if necessary. Check answers as a class.	(15 minutes)
			Problem-solving	Reflection		PRODUCTION Exercise 6. Explain that they are now going to check their understanding of some of the key vocabulary from the recording. Read the words in the box as a class and check understanding. Students can work in pairs to complete the sentences. They can use a dictionary if necessary. Check answers as a class.	

(Daily follow – up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson plan

Unit Title : Title: LITERATURE SPOT: Stopping by Woods on a Snowy Evening

Class/Level 11<sup>th</sup> grade

Number of classes:

Date : From \_\_\_\_/\_\_\_\_/\_\_\_\_ To \_\_\_\_/\_\_\_\_/\_\_\_\_

Previous Learning : vocabulary and grammar

-Vertical Integration: -

Horizontal Integration: Society /Culture

No	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students will be able to:	• SB: pages 62-63	Direct instructions-	Performance	Rating scale	WARM-UP You may want to ask students to find out as much as they can about Robert Frost in a set time if they have access to online devices. Alternatively, you may want them to look at the photo on page 63 and elicit ideas about what the poem might be about and what they think the themes might be. This could also be a good time to give or elicit the following vocabulary: Verse (n) a group of lines that form one part of a poem Syllable (n) any of the units of sound which a word is divided into which contain a vowel sound and often one or more consonant sounds Alliteration (n) the use of the same letter or sound at the beginning of words which are close together in a poem or piece of writing Rhyme (v) (of words) to have the same sound at the end of the word as another word (not necessarily the same spelling), e.g. tough and stuff.	(5 minutes)
	• Summarise, comment on and discuss a wide range of factual and imaginative texts		Presentation Discussion	Observation		PRESENTATION Exercise 1. Ask students to read the poem or if you feel comfortable, read it out to them. Ask them to discuss the questions in pairs. When they have finished, elicit ideas and write them on the board. You may want to keep them there so you can come back to them later in the lesson. Note that the poem is set in a non-specific place, but it is snowing which limits the number of places in the world where it could be (it was written in Massachusetts, US). It is set during the Winter solstice (The darkest evening of the year). The speaker is stopping on a journey to admire the beauty of the snow falling in the woods, but is aware that he cannot stay long.	(15 minutes)
			Group work- Pair work	Communication		Exercise 2. Ask students to look at the highlighted words in the poem and elicit any that they may already know. Ask them to match the rest to the definitions. Ask them to do this unaided in the first instance, but allow them to use a reference if needed. Be sure that they know how to correctly pronounce the vocabulary.	(15 minutes)
2	• Express and comment on ideas and suggestions in informal discussions		Critical thinking	Pencil & Paper		PRACTICE Exercise 3. Put students in pairs and ask them to read the poem together and answer the questions. Encourage them to say the words so they can hear the rhymes. When they have finished, elicit the answers to the questions as a class. Note that in the first three verses, the final words in the 1st, 2nd and 4th line all rhyme. However, in the fourth and final verse, all of the final words rhyme, and the 4th line is a repeat of the 3rd line. In addition, in verses 2 and 3, the final words in the 1st, 2nd and 4th line rhyme with the final word of the 3rd line in the previous verse. In the final verse, the lines all rhyme with the final word in the 3rd line of verse 3. This can be simplified as an 'aaba bbcb ccdd dddd' rhyme scheme. The repetition of the last two lines gives the idea of the long journey ahead, but gives a sense of renewed focus.	
			Problem-solving	Reflection		Exercise 4. Ask students to read the statements individually, then check answers in pairs. When they have finished, check answers as a class. Encourage students to give reasons for their answers and elicit discussion of the answers as you go along. PRODUCTION Exercise 6. This task focuses on some of the style and imagery elements in the poem. Ask students to read the questions and answer them. You may want to either allow them to use a reference to look up 'alliteration' for question 3, or elicit it before the task. You may also want to ask them to find other examples of alliteration. These include 'sound's the sweep' and 'His house'. When they have finished, check answers as a class and discuss as needed.	(5 minutes)

(Daily follow - up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

Feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_