

Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Three

Number of classes: 1__

date: fromto Lesson LESSON 1B VOCABULARY AND GRAMMAR (WB)

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5	Distinguish between the Past Simple and Past Continuous (GSE 40 – A2+).	SB: pages 30–31 • WB page 20	1. Timelines for tense visualization 2. Peer feedback 3. Pair work	1. Observation	- Check list	Warm-up Begin by engaging students with a brief review of the previous lesson, asking them to recall key points and share their thoughts in small groups. Throughout the lesson, ask students to perform activities that show their understanding of the Past Simple and Past Continuous. Provide immediate feedback to correct errors. Organize pair or group activities where students practice using the grammar points, offering mutual feedback to reinforce correct usage.	5ms
				2. Self-assessment			10ms
				3. Peer assessment	- Rating scale		10ms
							10ms
							10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write two sentences using Past Simple and Past Continuous. One should show a short action interrupting a longer action.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by:

School principle

Date

Signature

Supervisor

Date

Signature



Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Three.

Number of classes: 1

date: fromto Lesson two: LESSON 2A VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Use language related to travel (GSE 30–42 – A2–A2+).	SB: page 32; Word List page 74	1. Think-Pair-Share	1. Observation	- Check list	. Warm-Up Have students reflect on their last holiday by writing where they went, how they traveled, and what they did. Encourage group discussions to compare holidays, focusing on similarities and differences.	5ms
2	• Express their likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).	• TB: Culture Notes page 145	2. Jigsaw Reading	2. Oral Feedback	- Rating scale	Invite students to share their findings with the class. Students read through the sentences and identify known vocabulary. Elicit meanings of unknown words and provide definitions.	10ms
3	• Scan a simple text, identifying the main topics (GSE 40 – A2+).	• Online resources: Vocabulary Checkpoint 3	3. Peer Feedback	3. Written Reflection		Ask students to discuss different types of holidays and agree on the best one, then share their answers with the class. Students work in pairs or small groups to read texts, summarize them, and discuss the types of holidays they describe.	10ms
4	• Give a short, basic description of events and activities (GSE 42 – A2+)	• Assessment: Vocabulary Quiz 3				Use a table to categorize vocabulary from the text, focusing on transport, accommodation, and activities. Engage students in an exercise to correct words in sentences based on context. Give students time to think of ideas and work in pairs to ask and answer questions related to holidays. Encourage stronger students to ask additional questions about their partner's holiday. Have students share their answers with the class. Refer students to the "Can-do" statement at the end of the page and ask them to reflect on what they have learned. Encourage students to discuss what was easy, challenging, or new for them in the lesson.	10ms

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write sentences using the vocabulary from the lesson.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies)

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Three

Number of classes: 2

date: fromto Lessons LESSON 3A SPEAKING AND VOCABULARY (SB)+WB

Previous learning:

Vertical Integration: __

Horizontal Integration: __-

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).	SB: page 33;	1. Role-Playing	1. Formative Assessment	- Check list	Begin with a greeting and a short activity. Ask students: "Who can describe a true friend?" or "What qualities do you look for in a good friend?"	10m
2	• Use language related to travel (GSE30-42 – A2-A2+).	Word List page 74	2. Think-Pair-Share	2. Self-Assessment		Write their responses on the board to create a list of ideas. Introduce the concept of friendship by reading a short text or presenting a brief story about friends.	10ms
3	• Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).	SB: page 33	3. Task-Based Learning	3. Performance-Based Assessment	- Rating scale	Highlight key differences between a true friend and an acquaintance. Use visual aids (e.g., a chart comparing traits) to reinforce understanding.	10ms
4	• Get information from a tourist office of a straightforward non-specialised nature (GSE 39 – A2+).	• WB: page 22				Divide students into pairs and ask them to discuss: What makes someone a good friend?	10ms
5	• Deal with practical everyday demands, exchanging straightforward factual information (GSE 38 – A2+). Use language related to travel (GSE 30-42 – A2-A2+).					How do you know if someone is an acquaintance or a true friend? Encourage them to share examples from their own lives.	10ms
6	• Get information from a tourist office of a straightforward non-specialised nature (GSE 39 – A2+).					Organize students into small groups and assign them a task to create a poster about true friendship. Include traits, examples, and a short motto. Each group presents their poster briefly.	10ms
7	• Deal with practical everyday demands, exchanging straightforward factual information (GSE 38 – A2+)					Summarize the lesson by revisiting the main points about friendship. Ask reflective questions like: "What did you learn today?" or "How can we all be better friends?" Write a short paragraph describing a friend and why you consider them a true friend.	10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

*I feel satisfied with

*Challenges that faced me ...

*Suggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) principle Date Signature Supervisor

Class / level: 9th grade

LESSON 4A GRAMMAR (SB)+WB

Unit title: Three.

Number of classes: 2

date: fromto ...Lesson

Previous learning: _____ - _____

Vertical Integration: _____ - _____

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Understand simple questions in questionnaires on familiar topics (GSE 31 – A2). • Use a wide range of subject and object relative pronouns, including zero (omission of pronoun) (GSE 48 – B1). • Describe their hometown or city using simple language (GSE 33 – A2) Use a wide range of subject and object relative pronouns, including zero (omission of pronoun) (GSE 48 – B1).	SB: page 34; Grammar reference and practice page 80; Word List page 74 • TB: Culture Notes page 145 • Online resources: Grammar Checkpoint Unit 3 Lesson 4; Photocopiable Resource 12 •Assessment: Grammar Quiz Unit 3 Lesson 4 SB: page 34 • WB: page 23	- Direct Instruction: Qs answers with the book Direct reading activities - Groupwork: Discussion Group work Pair work	- Performance-based assessment: Performance Speech Role playing.	- Checklist	1. Exercise 1: Write “England” vertically on the board. Ask students to come up with seven words associated with England. 2. Exercise 2: In pairs, students answer trivia questions about England and verify answers using audio. . Exercise 3: Students read sentences with relative clauses and complete Exercise 3 individually, then compare answers in pairs.. Exercise 4: Students complete Exercise 4 individually, then compare answers in pairs. Discuss relative pronouns and their usage.. Grammar Box (Page 80): Review grammar explanation, ask concept-checking questions (CCQs).. Exercise 6: Students complete sentences with relative pronouns, then compare answers in pairs.. Exercise 7: In pairs, students complete sentences related to England, then create their own quiz questions. . Interactive Group Activity: Students work in groups to write sentences with relative pronouns related to assigned categories, then present to the class. . Students create sentences about their hometown or city using relative pronouns, then share with the class for feedback.. Reflect on the lesson: Ask students what they found new or interesting.. Encourage students to rate their confidence using relative pronouns on a scale of 1 to 10. Provide feedback.	10ms
2				10ms			
3				10ms			
4				10ms			

(Daily follow- up table)

Day	Section	Period	Fulfilled Outcomes	Homework
				Assign Grammar Checkpoint (Unit 3, Lesson 4) and/or Grammar Quiz (Unit 3, Lesson 4) as homework.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

Prepared by : School principle Date
Supervisor Date Signature

Class / level: 9th grade

Unit title:3

Number of classes: 2_ date: fromto

Lessons LESSON 6A READING AND VOCABULARY (SB)+WB

Previous learning: Vertical Integration: __

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1). • Scan a simple text, identifying the main topics (GSE 40 – A2+). • Scan short texts to locate specific information (GSE 44 – B1). • Guess the meaning of an unfamiliar word from context (GSE 55 – B1+). • Answer simple questions in a face-to-face survey (GSE 34 – A2). • Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure delivered in clear, standard speech) (GSE 47 – B1). • Research a topic by reading a range of newspapers and magazines (GSE 64 – B2). • Express opinions and attitudes using a range of basic expressions and sentences (GSE 52 –B1+). Scan a simple text, identifying the main topics (GSE 40 – A2+). • Scan short texts to locate specific information (GSE 44 – B1). • Guess the meaning of an unfamiliar word from context (GSE 55 – B1+)	SB: pages 36–37; Word List page 74	Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance-based assessment: Performance Speech	- Checklist - Rating scale	Warm-up Activities: Have students think about the questions for one minute. Then, put them in small groups to share their ideas. One student acts as a judge, and the others try to persuade each other to choose a travel destination. Afterward, the class discusses one of the places mentioned. Explain reading strategies before looking at the text. Then, have students answer questions using clues from the text. . Students identify the correct answers in the text. . Students work in pairs to discuss new words and match them with definitions. . Students complete sentences using the new vocabulary. . Discuss questions related to the text, focusing on expressing opinions. : Students research a charity online to present to the class, or they discuss the charity in pairs. : Ask students to reflect on what they learned, what was new or challenging.	5ms
2							10ms
3							10ms
4		• TB: Culture Notes page 145	Groupwork: Discussion	Lollipop stick technique	Observation: Random observation	. Students identify the correct answers in the text. . Students work in pairs to discuss new words and match them with definitions. . Students complete sentences using the new vocabulary. . Discuss questions related to the text, focusing on expressing opinions.	10ms
5							10ms
6		• WB: page 25	Groupwork Pair work	Lollipop stick technique	Observation: Random observation	. Students identify the correct answers in the text. . Students work in pairs to discuss new words and match them with definitions. . Students complete sentences using the new vocabulary. . Discuss questions related to the text, focusing on expressing opinions.	10ms
7							10ms
8							10ms
9							10ms

(Daily follow-up table)

DayDate	Section	Period	Fulfilled Outcomes	Homework
				Students think of a trip they took to a town and collect or draw pictures of that town.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Semester Plan No (2)

Lesson Plan

Page

Class / level: 9th grade

Unit title: Three

Number of classes: _____ date: fromto Lesson WRITING (SB)LESSON 7A WRITING AND VOCABULARY (SB)+WB

Previous learning: _____ Vertical Integration: _____ Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).	SB: pages 38–39;	- Direct Instruction:	-	-	<i>Warm-Up (5 minutes)</i>	5ms
2	• Identify specific information in a simple factual text (GSE 39 – A2+).	Word List page 74	Qs	Performance - based assessment:	Check list	<i>Write "The world is your oyster" on the board. Ask students to guess its meaning. Explain that it means having the freedom to explore and do anything they want.</i>	10ms
3	• Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).	• TB: Culture Notes	Work with the book	Performance Speech.	-	<i>In pairs, have students share incredible journeys they've read about for homework. Set a 2-minute timer for them to discuss.</i>	10ms
4	• Derive the probable meaning of a few unknown words from short familiar contexts (GSE 48 – B1).	page 146	Direct reading activities	Observation:	Rating scale	<i>Show the photo on page 38. In groups, have students guess the location and describe it using descriptive vocabulary.</i>	10ms
5	• Express their thoughts in some detail on cultural topics (e.g. music, films) (GSE 55 – B1+).	• Graphic Organiser for this unit	-	Random observation	-		10ms
6	• Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).	SB: pages 38–39	Groupwork: Discussion				10ms
7	Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).	• WB: page 26	Group work Pair work				10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a short blog post about a place you'd like to visit. Include reasons for your choice.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by : School principle Date Signature
 Supervisor Date Signature

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Extract key information from a linguistically complex text, if guided by questions (GSE 70 - B2+). • Guess the meaning of an unfamiliar word from context in a linguistically complex text Talk about artistic professions and different types of art (GSE 41 - B1+). • Use the Past Perfect in reported speech (GSE 54 - B1+)	SB: pages 38-39 • WB: pages 28-29 SB page 40; Word List page 87 • Online resources: Photocopiable Resource 38 • Assessment: Vocabulary Quiz 9	1. Task-Based Learning (TBL) 2. Interactive Learning 3. Guided Discovery	1. Quiz-Based Assessment	- Checklist	<p>1. Ask students to think of two events that happened at different times and how to describe which happened first. Write "I ate breakfast. I went to school" on the board and introduce Past Perfect with "I had eaten breakfast before I went to school." Discuss time linkers like after, before, and until.</p> <p>2. Write the Past Perfect rule: had + past participle. Provide examples and explain time linkers.</p> <p>3. Ask students to read the text on pages 38-39 and identify Past Perfect sentences. Discuss the order of events and time linkers.</p> <p>4. In Exercise 5, have students complete sentences using the Past Perfect. Check answers as a class.</p> <p>5. Show a photo or scenario and have students discuss what happened before, using the Past Perfect.</p> <p>6. In Exercise 6, have students rewrite sentences using the Past Perfect. Check answers.</p> <p>7. Ask students to share experiences using the Past Perfect and time linkers.</p> <p>8. Have students write a paragraph about their weekend using three Past Perfect sentences and two time linkers.</p> <p>9. Write "By the time I turned 10, I had..." on the board. In pairs, students complete the sentence and share with the class.</p>	15ms
2				10ms			
3				15ms			
4				5ms 5ms 5ms			
5				15ms 10ms			

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
				Ask students to list jobs and write one each using the Past time linker	*I feel satisfied with *Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by :

School principle

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Signature

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Date

Signature



Class / level: 9th grade

Unit title: four

Number of classes: 2

date: fromto

Lesson 2A +2B VOCABULARY (SB)+WB

Previous learning:

Vertical Integration: -

Horizontal Integration: -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Talk about artistic professions and different types of art (GSE 41 – B1+).	SB page 40; Word List page 87	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance-based assessment: Performance Speech	- Check list - Rating scale	1. Greet students and ask about their favorite creative jobs. Write answers on the board. 2. Show the photo from Exercise 1 and have students describe it in pairs. Share ideas with the class. 3. Write creative jobs on the board and explain difficult words like composer and stunt performer. Categorize jobs into film, music, and theatre. 4. Introduce Past Perfect in reported speech: "I had finished the project" becomes "She said she had finished the project." 5. In pairs, students match creative jobs with descriptions. Discuss challenging or rewarding jobs. 6. Play a guessing game where students guess creative jobs based on clues. 7. Have students rewrite direct speech sentences in reported speech using the Past Perfect. 8. In pairs, students imagine being a creative professional and discuss job enjoyment and challenges. 9. Students write a short paragraph about their imagined job, using the Past Perfect and vocabulary. 10. Ask students to share one thing they found interesting or challenging about the lesson.	10ms 10ms 10ms 10m 10ms m 10ms m 10ms m
2	• Use the Past Perfect in reported speech (GSE 54 – B1+).	• Online resources: Photocopiable Resource 38	-	-	-		
3	Talk about artistic professions and different types of art (GSE 41 – B1+).	•Assessment: Vocabulary Quiz 9SB: pages 38-39 • WB: page 30	- Groupwork: Discussion Group work Pair work	- Observation: Random observation	-		
4	• Use the Past Perfect in reported speech (GSE 54 – B1+)						

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write three to five sentences from an episode of their favorite TV show, noting who said each line and, if applicable, to whom

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

Prepared by :

School principle ..

Date

Signature ...

Supervisor.....

Date

Signature



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وزارة التربية والتعليم



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ليسهل تحميلها

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نحن نسعى دائما الى تقديم كل ما هو أفضل لكم و هذا وعد منا ان شاء الله

شجعونا دائما حتى نواصل في العطاء و [نسال](#) الله ان يوفقنا و يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف

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