

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



Class / level: 9th grade

Unit title: 4

Number of classes: 2

date: fromto ... Lesson 3A +3BGRAMMAR AND VOCABULARY (SB)+WB

Previous learning: ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Practise of direct speech to reported speech (GSE 54 – B1+). • Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+). • Practise pronunciation of say, tell and ask to report conversations (GSE 61 – B2). Can use say, tell and ask to report conversations (GSE 61 – B2). • Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2). • Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2)	SB: page 41; Grammar Reference page 72; Word List page 67 • Online resources: Photocopiable Resource 39 •Assessment: Grammar Quiz Lesson 9SB: page 41; Grammar Reference page 72• WB: page 31	1. Collaborative Learning Strategy 2. Exploratory Strategy 3. Independence and Application Strategy	- Performance - based assessment: Performance Speech	-Check list	1. Warm-up: Ask when and why we use reported speech. Provide examples and have students convert direct speech to reported speech. 2. Review vocabulary of TV programmes (e.g., sitcom, documentary). Have students discuss their favorites in pairs. 3. Grammar: Explain tense changes in reported speech (e.g., Present Simple → Past Simple). Highlight changes in words like here → there. 4. Discuss example sentences and their differences. Refer students to the "Grammar Reference" on page 72. 5. Clarify the use of "say," "tell," and "ask" from the "Watch Out!" box. 6. Have students rewrite quotes from "The South" in reported speech. 7. Students complete exercises, compare answers in pairs, and discuss as a class. 8. Students create conversations in direct speech, then convert them into reported speech and perform them. 9. Ask students to find and rewrite a quote from an actor in reported speech. 10. Students write five sentences they've been told in direct speech and convert them into reported speech.	10 ms
2				10 ms			
3				10 ms			
4				10 ms			
5				10 ms			

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Assign students to read about Sheku Kanneh-Mason online and write three or four facts about him. Use their sentences as a lead-in for the next lesson.

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.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: 4.

Number of classes: 1

date: fromto Lesson :4A READING AND VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Read and understand a factual text about a singersongwriter (GSE 51-58 - B1+).	SB: pages 42-43; Word List page 67	- Direct Instruction : Qs answers Work with the book Direct reading activities	- Performance - based assessment : Performance Speech	- Check list	. Warm-Up : Students work in pairs to discuss the questions in Exercise 1.: Ask students to share something they learned about their partner with the class.: If students completed homework in Lesson 3A, ask them to share what they found out about Sheku Kanneh-Mason. : Students skim the article to get the gist without reading every word. Check answers with the class.: Students read the article more carefully, underlining key words in the questions to help them locate answers: Work individually, then compare answers in pairs. Discuss as a class. : Students identify links between highlighted words in the questions and the article, then complete the sentences. : Work in pairs, then write similar sentences using two extra words (performance, case):. Students recall ideas from Lesson 2A and discuss topics in pairs.: Monitor discussions, provide feedback, and encourage students to write a short paragraph if time allows. Review the box on page 43 with examples of Past Perfect and reported speech. Students work in pairs or small groups to brainstorm ideas, then work individually to make notes. Students share their stories with the class or their group. Encourage other students to ask follow-up questions to get more details.. Refer students to the "Can-do" statement at the bottom of page 43.Encourage them to reflect on what they have learned, considering what was interesting, new, easy, or challenging. Ask students to research more about Sheku Kanneh-Mason's family. Ask: Who are they? What do they do? Are they famous too? If so, why?	5ms
2							10ms
3							10ms
4							10ms
5							10ms
			Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rating scale		5m
							5m

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Students write 2-4 true/false sentences about the article. In pairs, they exchange, complete, and check answers.

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: 9.

Number of classes: 1

date: fromto

Lesson 5A SPEAKING (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

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No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Create informal invitations: make, accept and turn	SB: page 44; Word List page 67	1. Interactive Learning	Performance-based assessment: Performance Speech Role playing. Observation: Random observation Lollipop stick technique	- Check list - Rating scale	Begin by asking students about the last invitation they received, highlighting the importance of learning how to make and respond to invitations. Listen to recordings of conversations to analyze how invitations are made, accepted, and declined, followed by a discussion of the answers and key phrases used. Introduce phrases from the Speaking Box and practice them in similar contexts. In pairs, have students practice making and declining invitations using appropriate phrases and applying correct rising and falling intonation for questions. Conclude with students inviting their peers and responding to invitations, then share their role-play outcomes with the class. For homework, ask students to prepare a "Show and Tell" about their favorite book for the next lesson.	5ms
2	down invitations, turning down invitations; give reasons (GSE 59-66 - B2).		2. Collaborative Learning				10ms
3	• Use rising and falling intonations for yes/ no questions (GSE 67-75 - B2+).		3. Pronunciation Practice				10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Homework: Write a short dialogue inviting a friend to an activity. Include their response and a reason. Be ready to share it in class.

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.

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**Semester Plan No (2)
No (1)**

Lesson Plan

Page

Class / level: 7th grade

Unit title: .9

Number of classes: _____

date: fromto ... Lesson: 6A LISTENING AND VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Recognise words related to literature including opinions on books (GSE 51-58 - B1+).	SB: page 45; Word List page 67 • TB: Culture Notes page 113 • Online resources: Photocopiabl e Resource 40	1. Pre-Listening Activities 2. Listening for Gist 3. Collaborati ve Learning	-Performance- based assessment: Performance Speech -Observation: Random observation Lollipop stick technique	-Check list - Rating scale	Begin by asking students to share their favorite books and explain why they like them. Then, have them categorize books in Exercise 1 and check answers with the class. In Exercise 2, students work in pairs to guess the conversation topic in the picture, then verify with the recording. For Exercise 3, students listen for key literary terms and compare answers in pairs before checking with the class. In Exercise 4, have students answer questions from memory, then confirm answers with the recording. For the production activity, students brainstorm book titles from one of the categories. Wrap up with a short description of their favorite book, and for homework, ask them to bring a book or film review to the next class.	5ms 10ms 10ms 10ms 10ms

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				For homework, students should choose their favorite book and write a short description about it, including the title, author, genre, and why they like it.

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.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: 9

Number of classes: _____

date: fromto

Lesson 7A WRITING (SB)

Previous learning: _____ Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	omments, factual details, giving and justifying your opinion, recommendation (GSE 43-50 - B1).	SB: pages 46-47; Word List page 67 • Graphic Organiser for this unit	1. Collaborative Learning 2. Questioning Techniques 3. Peer Feedback	- Performance - based assessment: Performance Speech Role playing. -Observation: Random observation	-Check list - Rating scale	Start by having students discuss the review they brought to class. In pairs, they then discuss which event they'd like to attend based on the posters, followed by a class vote. Next, students read reviews and match them with the correct star ratings, explaining their choices. In pairs, they locate phrases from the Writing box in the reviews and discuss strong versus normal adjectives. Students then write reviews individually, using the Graphic Organiser, and exchange them for peer feedback. Finally, students quiz each other on normal and strong adjectives. For homework, students study the word list and rewrite their reviews based on feedback.	3m 4m 6m 10m 10m 10m 2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a short review of a movie, book, or TV show you recently enjoyed. Include your opinion, key details, and a recommendation. Use at least three strong adjectives.

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.

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ليسهل تحميلها

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