

Semester plan No (1)

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

Number of Classes: .....

Vertical Integration: .....

Date: From: / / 2024 to / / 2024

Horizontal Integration: .....

### First Semester

#### Lesson plan

#### Page No (4-5)

unit1: get the message

Lesson Title: vocabulary and grammar

Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. Comment on ideas and suggestions in informal discussions  2. Tell when to use the present simple and when to use the present continuous  3. Distinguish between the past simple and past continuous  4. tell when to use the past simple and when to use the present perfect (	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library  Magazines  Newspaper  Documentary	Direct Instructions/3+  7  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance e- based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	Warm up (Ask students if they know how people used to communicate in the past and if they know any old communication devices or techniques) hold Discussion around this idea .  Exercise 1. Refer students to the rubric. Discuss the questions as a class and ask students to write their opinions in their notebooks or on their tablets. Pool their ideas on the board. Then ask them to read the article and compare the facts from the article with their answers on the board  Exercise 3. Ask students to find first what happened to Ake Viking and how it changed his life. Then ask them to find two other examples in the text.  Exercise 4. Refer students to the Grammar box on page 5. Remind students to pay attention to the time expressions used in the text and then ask them to match the underlined phrases 1-11 in the article with the meanings a-k  Ask students to find more time expressions in the article and match them with the tenses which are written on the board. Ask students the difference between the Present and Past tenses. Put students into groups of 3 or 4 and assign each group a tense to create their own sentence using a correct time expression. Then have them share their sentences with the class  Student can do the statements individually  Work Book Time P.(4,5)	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

#### Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

### First Semester

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: ... Date: From: / / 2024 to / / 2024 Lesson Title: Reading and vocabulary

Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

Lesson plan

Page No (6-7)

unit 1: get the message

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Distinguish between fact and opinion in complex formal contexts 2. Distinguish between fact and opinion in linguistically complex academic texts 3. Extract key information from a linguistically complex academic text, if guided by questions 4. Speculate about causes, consequences or hypothetical situations	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	Ask students to look at the picture and to say what they can see (a group of chimpanzees). ask students if they can suggest what the photo shows (it shows animals communicating with each other).  <b>Pre-reading (Exercise 1.</b> Refer students to the rubric. Discuss the question as a class and ask students to write their ideas in their notebooks or on their tablets. Then open it up into a class discussion.)  <b>While reading Exercise 2.</b> Refer students to the rubric. Give students time to read the article and the Active Reading. Play the audio. Students can then discuss the questions in pairs before they share their answers with the class  <b>Exercise 3.</b> Ask students to read the questions and three possible answers carefully first, before they read the text again to find the answers. Encourage them to justify their answers.  <u>Complete the rest of the exercises in pairs or in group</u> <b>Work book time p.( 6,7)</b>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

Prepared by : 1 Hanin Thaer 2-

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Supervisor

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Form # QF71- 1 – 49rev.a

Semester plan No (1)  
Class / Level: 11<sup>th</sup> grade

First Semester  
Lesson plan

Page No (8)

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: vocabulary  
Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

unit one: Get the message

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:						
1. Take effective notes while listening to a simple, straightforward presentation or lecture on a familiar topic	Student's book  Work book  Audio Cd	Direct Instructions/3+7  Activity -based learning/3	Performance-based assessment/1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p>Warm up + introduction <b>Books closed.</b> Start the lesson by asking students to share the words relating to communication that they did for homework at the end of lesson 2A. Did they think of any idioms? If so, ask them to share them with the class.</p> <p>. -Ask students to look at the cartoon and the title of the article. Encourage them to guess the meaning of <b>break the ice</b></p> <p>-Ask students whether they find it easy or difficult to break the ice with people they do not know. Encourage them to explain reasons for their answers.</p> <p>-Ask students what kind of behaviour they find annoying when meeting new people. Write their answers on the board</p> <p>-Work together to accomplish the lesson -Workbook page 8 for the next group of exercises</p>	
2. Understand scripted speech delivered quickly if the accent is familiar	Class board	Group Work/1+7				
3. Follow a discussion in which speakers use some idiomatic language	Computer & the internet or books from the library	Critical Thinking/3				

( Daily follow - up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
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Suggestion for improving .....

Prepared by : 1 Hanin Thaer 2-

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Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: listening and vocabulary

Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

First Semester

Lesson plan

Page No (10)

unit one: get the message

Vertical Integration: .....

Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. Recognise generalizations and their supporting ideas 2. Understand TV documentaries, interviews, plays and most films in standard speech 3. Extract key details from extended informational academic lectures, if delivered in clear standard speech 4. Discuss options and possible actions	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	-Ask students to describe the emotions they made notes on for homework at the end of lesson 4A in groups of three but without saying the word, itself. Can the other group members guess what the emotion is?  -Teacher ask the Ss to set in pairs and describe the emotions they made notes on for homework at the end of lesson 4A in groups of three but without saying the word, itself. Can the other group members guess what the emotion is?  -Students listen to the audio and take notes then re correct their mistakes if there are.  -refer students to the Can-do statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging  workbook p. 10	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

Form # QF71- 1 – 49rev.a

**Semester plan No ( 2 )**  
**Class / Level: 11<sup>th</sup> grade**

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: writing

**Vertical Integration: .....** **Horizontal Integration: .....** **Previous Learning .....**

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1.write an analytical essay	Student's book  Activity Book  Cassette/ Recorder  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking/3	Performance-based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<ul style="list-style-type: none"> <li>-Books closed. Ask students to tell the class what they found out about Artificial Intelligence..</li> <li>-Put students in pairs. Ask them to discuss the questions. You could open it up into a class discussion. -Have a quick vote on whether they think AI is good or worrying</li> <li>-Give students time to read the essay and to compare it with their ideas</li> <li>-Refer students to the Writing box and give them a few minutes to study it individually</li> <li>-Let them complete doing the activities in pairs or individually</li> <li>-Students supposed to be able to start writing an analytical essay under teacher supervision</li> </ul> <p><b>workbook p. 12</b></p>	

( Daily follow - up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

**Reflection :**  
feel satisfied with .....  
**Challenges that faced me .....**  
**Suggestion for improvement .....**

Prepared by : 1 Hanin Thaer 2-

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**Date :**..... **Signature :**.....

**Supervisor**

Date : ..... Signature : .....

Form # OF71- 1 - 49rev.a

### First Semester

Semester plan No ( 2 )

Lesson plan

Page No (14-15)

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

unit one: get the message

Number of Classes: ..... Date: From: / / 2024 to / / 2024

Lesson Title: revision

Vertical Integration: .....

Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. All language related objectives from Unit 1.	Student's book Activity Book Cassette/ Recorder Class board Computer & the internet or books from the library	Direct Instructions/3+ 7 Activity – based learning/3 Group Work/1+7 Critical Thinking/3	Performance-based assessment/1 Communication Reflection/2 Observation/1+2 Pencil & paper/2	Check-list	1. Quiz for the students to guarantee that they pass the unit successfully  2. let them do the revision as groups by using the team leader technique  3. walk between them to take notes for students that cant deal with the exercises  4. check some of their books W.B+S.B	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared by : 1 Hanin Thaer 2-

3-

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Form # QF71- 1 – 49rev.a

Semester plan No (1)  
Class / Level: 11<sup>th</sup> grade

Number of Classes: .....  
Vertical Integration: .....

Date: From: / / 2024 to / / 2024

Horizontal Integration: .....

### Lesson plan

Page No (16-17)

unit two: looking ahead  
Lesson Title: vocabulary and grammar  
Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. identify key information in a linguistically complex text ( 2. Understand cause and effect relationships in a simple academic text, if clearly signaled 3. Speculate about a future event using a range of linguistic devices 4. Clearly signal cause and effect relationships in a structured text	Student's book Work Book Audio CD Class board Computer & the internet or books from the library Magazines Newspaper Documentary	Direct Instructions/3+ 7 Activity – based learning/3 Group Work/1+7 Critical Thinking//3	Performance-based assessment/1 Communication Reflection/2 Observation/1 +2 Pencil & paper/2	Check list	<p>-Divide the board into two parts. Write dystopia on one side and ask students what it means. Ask them to explain how they know the term with examples. Write utopia on the other side of the board and ask if they know the meaning.</p> <p>-Divide the board into two parts. Write dystopia on one side and ask students what it means. Ask them to explain how they know the term with examples. Write utopia on the other side of the board and ask if they know the meaning.</p> <p>- Refer students to the picture on page 16. Write The future is bright because .... and The future is terrifying because ... on the board and ask them to complete the sentences based on their opinions. Allow one minute for this activity. Then ask for volunteers to share their sentences.</p> <p>-Ask them to look at the verbs and ask them which verb form is used when there is some evidence now for prediction <b>Teacher and Ss complete doing the page</b></p> <p><b>Book Time P.(14,15)</b></p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared by : 1 Hanin Thaer 2-

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School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: ...

Date: From: / / 2024 to / / 2024 Lesson Title: vocabulary

Vertical Integration: .....

Horizontal Integration: ..... Previous Learning .....

First Semester

Lesson plan

Page No (18)

unit 2: looking ahead

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Speculate about causes, consequences or hypothetical situations 2. Express his/her opinions in discussions on contemporary social issues and current affairs 3. Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives 4. Form compound nouns from nouns plus other nouns and adjectives	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking/3	Performance-based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	-Books closed. Refer students to their lesson 1A homework. Elicit information on environmental issues faced in students' local areas. -Write any common issues on the board. Put students in pairs and refer them to the rubric. Students look at the photos and discuss what they think happened and what impact it had. Then elicit possible answers -Explain to students that compound nouns are words for people, animals, places, things or ideas, made up of two or more words Such as ( acid rain/ habitat loss) -Put students into groups of three and ask them to make a list of at least three environmental issues for each of the categories given in the exercise -Let the Ss complete the exercises together then discuss the answers <u>Complete the rest of the exercises in pairs or in group</u> <b>Work book time p.( 16)</b>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

repared by : 1 Hanin Thaer 2-

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School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Form # QF71- 1 – 49rev.a

Semester plan No (1)  
Class / Level: 11<sup>th</sup> grade

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: listening and vocabulary  
Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

First Semester  
Lesson plan

Page No (19)  
unit two: Get the message  
Lesson Title: listening and vocabulary

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives 2. Extract key details from extended informational academic lectures, if delivered in clear standard speech 3. identify specific information in a linguistically complex presentation or lecture	Student's book  Work book  Audio Cd  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking/3	Performance-based assessment/1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p>-Ask Ss to look at the photos on page 19. They individually write all the words they know to describe the photos in their notebooks.. Then students compare their lists of words with their partners. Elicit answers from the class and write them on the board.</p> <p>Ask students if they know what collocation means. (A group of two or more words that usually go together in English.) Give examples to help them. (bright sunshine, chilly night, scattered showers, strong wind, etc.). In pairs, students make more weather-related collocations, using the nouns from the box. Help with the unknown vocabulary. More able students can use dictionaries for definitions and help weaker students. Check answers as a class.</p> <p>Students start listening to the audio script ( students should know what they are listening for before I start listening. Explain they should focus only on the information they need).</p> <p>-Group the students into three or four groups to accomplish the exercises then post the answer on the board by them neatly.</p> <p>-Workbook page 17 for the next group of exercises</p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improving .....

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )  
 Class / Level: 11<sup>th</sup> grade  
 Number of Classes: .....  
 Vertical Integration: .....

First Semester  
 Lesson plan

Page No (20+21)

unit two: get the message  
 Lesson Title: Reading and vocabulary

Date: From: / / 2024 to / / 2024    Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. identify the main topic and related ideas in a structured text 2. Scan a long text or a set of related texts to find specific information 3. Guess the meaning of an unfamiliar word from context in a linguistically complex academic text 4. identify specific information in a linguistically complex factual text	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<ul style="list-style-type: none"> <li>- Books closed. Refer students to the notes they made for lesson 3A homework about an endangered animal. Put them in pairs or small groups to discuss and compare their answers. Then invite a few students to share their answers with the class.</li> </ul> <p><b>Pre- reading</b> Ask what endangered animals they know. What does the title mean to them? Can they guess what the text is about? Ask them to read the question and discuss as a class.</p> <p><b>While reading</b> Play the audio. Then students read the text individually to find the answer to Exercise 2. Tell students they can use the skimming technique to find the answer</p> <p><b>Post reading</b> Refer students to the rubric. They complete the activity individually. Ask them to check answers with their partners before checking as a class. Fast finishers can make a new sentence with each word.</p> <p><b>Workbook time</b>            Ask students what idioms they know that refer to animals. Give them a few examples and write them on the board, e.g. as quiet as a mouse, fight like cat and dog, a wild goose chase. Tell students they can use a dictionary if they want to. Tell them to make a list of animals idioms they find and then feed back to the class <b>let the Ss do p.18+19</b></p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
 feel satisfied with .....  
 Challenges that faced me .....  
 Suggestion for improvement .....

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: ..... Date: From: / / 2024 to / / 2024

Vertical Integration: .....

Horizontal Integration: ..... Previous Learning .....

First Semester

Lesson plan

Page No (22)

unit two: get the message

Lesson Title: Speaking

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. Contribute to collaborative decision making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action 2. Identify the main reasons for and against an argument or idea in a discussion delivered in clear standard speech 3. Understand the advantages and disadvantages of different options during a discussion	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/ 3+7  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/ 1  Communication/3  Reflection/ 2  Observation/1+2  Pencil & paper/2	Check-list	<p>- Refer students to the notes they made about recycling for lesson 4A homework and invite them to share their findings with the class. List their ideas on the board and keep them till the end of the lesson</p> <p>-Students think of ideas which could help their school to protect the environment. Then they share their ideas with the class. Ss listen to the audio to find out which idea is finally chosen. Discuss the answer as a class.</p> <p><b>workbook p. 20</b></p> <p>-Ask students to make a list of phrases they can use to express agreement and disagreement. Write them on the board. Then practise the exercises</p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improvement .....

repared by : 1 Hanin Thaer 2-

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School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Form # QF71- 1 – 49rev.a

Semester plan No (1 )  
Class / Level: 11<sup>th</sup> grade

First Semester  
Lesson plan  
unit two : get the message

Page No (23)

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: grammar  
Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. identify key information in linguistically complex conversations at natural speed  2 Express their opinions in discussions on contemporary social issues and current affairs  3. Describe future plans and intentions in detail, giving degrees of probability	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity-based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p>- Books closed. Ask students the following questions to have a class discussion: - How often do you go clothes shopping? - What do you generally buy? - Do you like shopping for new clothes? / Do you often buy new clothes? - Do you wear the same colour clothes now that you wore six months ago</p> <p>Let the students listen to the audio and take their notes ( note taking idea) to learn how to train themselves on how to grab the important information</p> <p>I can ask students which project they found interesting. Have they seen or heard anyone who runs the same or similar projects in their environment? Get feedback from the class.</p> <p>Student start doing exercises in pairs</p> <p><b>- <u>students complete the activities</u></b></p> <p><b>Workbook p. 21</b></p> <p>-Ask students to write down three future plans and hopes they have for the coming week. Invite students to share their ideas with the class.</p> <p>-Give them some explanation</p> <p>-Start doing p. exercises</p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared by : 1 Hanin Thaer 2-

3-

School principle

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Reflection :

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Challenges that faced me .....

Suggestion for improvement .....

Form # QF71- 1 – 49rev.a

Vertical Integration: .....

Horizontal Integration: .....

Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives 2. Make a complicated issue easier to understand by presenting the components of the argument separately 3. Identify key information in a linguistically complex text 4. Vary the formality of greetings in emails/letters based on intended recipients	Student's book  Activity Book  Cassette/ Recorder  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication  Reflection /2  Observation/1+2  Pencil & paper/2	Check-list	<ul style="list-style-type: none"> <li>- Refer students to the notes they made for lesson 6A homework about when they write formal letters. Elicit some of their ideas and write them on the board. Encourage polite disagreement if appropriate.</li> <li>- Students first look at the photos and jot down some words they know about what they see in the photos in their notebooks, in thirty seconds. Then they compare their list with their partner's. In pairs, students compare the two photos</li> <li>- Ask students the following questions to support: <ul style="list-style-type: none"> <li>- How is the problem described in the email? Is it outlined generally or straight to the point? Are there lots of details? (straight to the point, not many details)</li> <li>- How are the sentences formed? (formal approach, informative sentences written in a passive tone)</li> </ul> </li> </ul> <p>I start giving them some tips of producing formal sentences</p> <p><b>workbook p. 22</b></p> <p>Put students in pairs. Ask them to read the email headings on page 22: To: City Council, Subject: Air pollution. Ask students to discuss who the person is writing to and what they think the email will say in pairs, then feed back to the class</p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared by : 1 Hanin Thaer 2-

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School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improvement .....

**First Semester**

**Semester plan No ( 2 )**

**Lesson plan**

**Page No (26-27)**

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

**unit two: get the message**

**Number of Classes: ..... Date: From: / / 2024 to / / 2024**

**Lesson Title: revision**

**Vertical Integration: .....**

**Horizontal Integration: ..... Previous Learning .....**

<b>Specific Outcomes</b>	<b>Resources &amp; Materials</b>	<b>Instructional Strategies</b>	<b>Assessment</b>		<b>Procedures</b>	<b>Durat ion</b>
			<b>Strategy</b>	<b>Tool</b>		
Students will be able to: 1. All language related objectives from Unit 1.	Student's book  Activity Book  Cassette/ Recorder  Class board  Computer & the internet or books from the library	Direct Instructions/3+ 7  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performanc e-based assessment/ 1  Communic ation  Reflection/ 2  Observatio n/1+2  Pencil & paper/2	Check- list	1. Quiz for the students to guarantee that they pass the unit successfully  2. let them do the revision as groups by using the team leader technique  3. walk between them to take notes for students that cant deal with the exercises  4. check some of their books W.B+S.B	

**( Daily follow – up table )**

<b>Day &amp; Date</b>	<b>Section</b>	<b>Period</b>	<b>Fulfilled Outcomes</b>	<b>Homework</b>

**Reflection :**  
feel satisfied with .....  
**Challenges that faced me** .....  
**Suggestion for improvement** .....

**Prepared by : 1 Hanin Thaer 2-**

**3-**

**School principle**

**Date :..... Signature :.....**

**Supervisor**

**Date :..... Signature :.....**

**Form # QF71- 1 – 49rev.a**

Semester plan No (1)

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

Number of Classes: .....

Vertical Integration: .....

Lesson plan

Page No (28-29)

life skills 1+2

Lesson Title: how to give a persuasive presentation

Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  Give well-structured, detailed presentations on a wide range of familiar subjects	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library Magazines Newspaper Documentary	Direct Instructions/3+  7  Activity – based learning/3  Group Work/1+7  Critical Thinking/3	Performance e-based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p>Invite students to tell the class about a presentation they found boring. Why was it boring? What exactly didn't they like about it? What would they change in it to make it more interesting? If there is time, let them discuss in pairs/groups first, then share ideas with the class.</p> <p>Explain to students that they will listen to two students talking about giving talks. Play the recording once, then elicit the answers and ask students to justify them by referring to the things they heard in the audio</p> <p>Ask students to read the questions and underline the key words to help them understand what to listen for. When they are ready, play the audio and students complete the activity. Taking notes while listening or watching will help them remember what to report after the activity. They first check answers with their partners and then with the class</p> <p><b>Accomplish the tasks in pairs</b></p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

repared by : 1 Hanin Thaer 2-

3-

School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: ... Date: From: / / 2024 to / / 2024 Lesson Title: vocabulary and grammar

Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

## Lesson plan

Page No (30-31)

unit three: influences

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. Identify the main topic and related ideas in a linguistically complex text 2. Describe people's personalities and emotions in some detail 3. Express an attitude, opinion or idea using idiomatic language academic text, if guided by questions 4. Present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+7  Activity –based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p>-Refer students to the rubric. Look at the photos with the class and ask students to say what they see in them (photos of different sized families). Then allow students one minute to jot down what they think the benefits of being from a small/large family are, considering their own situation in their notebooks. Then divide the class into two groups and give them two minutes to discuss the following questions: Group 1: What are the advantages/disadvantages of having a small family? Group 2: What are the advantages/disadvantages of having a large family? Students then discuss the second question in pairs.</p> <p>-Put students into pairs. students look at the phrases in the exercise and list them as '<u>positive behaviour phrases</u>' and '<u>negative behaviour phrases</u>'. students to use dictionaries for the meanings of the phrases if they need to. I help when needed. Then ask students to add extra words/phrases to their lists if they know more</p> <p>-We start skimming and scanning the lesson</p> <p><u>Complete the rest of the exercises in pairs or in group</u> <u>Work book time p.( 24,25)</u></p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improvement .....

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No (1)  
Class / Level: 11<sup>th</sup> grade  
Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: listening and vocabulary  
Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

First Semester  
Lesson plan

Page No (32)  
unit three: influences  
Lesson Title: listening and vocabulary

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Distinguish between fact and opinion in informal discussion at natural speed  2. Understand most of a radio programme aimed at a general audience  3. Distinguish between main ideas and supporting details in a linguistically complex presentation or lecture	Student's book  Work book  Audio Cd  Class board  Computer & the internet or books from the library	Direct Instructions /3+7  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment /1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p><b>Books closed.</b> Write 'Life Events' on the board and ask students what it means to them. If they struggle to give you an example, give examples from adults' lives; such as changing jobs, having a new baby, changing address. Then give them one minute to write down some examples from their own lives and how they felt about them. They share their notes with their partners. Then pair them up with different students so they can say and hear more.</p> <p><b>-Pre- listening</b> Ask students to look at the photos on page 32 and tell their partners what they think is happening in those pictures. Go through the vocabulary given in the box and check whether they know their meaning.</p> <p><b>While listening</b> Tell students they are going to listen to a radio programme, but only the first part. Refer them to the questions first so that they know what they will listen for. Students listen to the audio and check their answers with their partners first, then check as a class</p> <p><b>Post listening</b> Put students into pairs and refer them to the rubric. Give them a maximum of three minutes to discuss. Students then stay in their pairs and think of an experience from their past which they can describe using each of the highlighted phrases.</p> <p>Students and teacher keep working on this lesson to get the best result of</p> <p><b>-Workbook page 26</b></p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improving .....

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: .....

Vertical Integration: .....

Date: From: / / 2024 to / / 2024

Page No (33)

unit three: influences

Lesson Title: vocabulary

Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment	Procedures		Duration
			Strategy	Tool		
Students will be able to:  1. Identify details that support a point of view when taking part in a general discussion 2. Guess the meaning of an unfamiliar word from context in a linguistically complex text 3. Describe people's personality and emotions in some detail 4. Express an attitude, opinion or idea using idiomatic language	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3 +7  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	Bring in photos or use the Internet to show photos of people mentioned in the exercise and ask students if they recognise who those people are and what they know about them. Get feedback from the class. Then put students into pairs and have them answer the questions.  -Put students into groups of three and distribute both sets to each group. Give them two-three minutes to match the adjectives with their definitions. If students are not familiar with some of the words, let them use dictionaries. When the time is up, groups leave their tables (strips stay on the table) and go and sit at another group's table to check the matching activity and make changes if necessary. Allow one minute for this.  -Tell students that they are going to listen to the audio and match the definitions they hear to ten of the words from the exercise. Have them complete the activity individually and compare answers with their partners. Check answers as a class.  Students complete doing exercises in pairs under the teacher supervision <b>Workbook p. 27</b>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improvement .....

Prepared by : 1 Hanin Thaer 2-

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School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 1 )

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

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: reading and vocabulary

Vertical Integration: .....

Horizontal Integration: ..... Previous Learning .....

**First Semester**

**Lesson plan**

**Page No (34\_35)**

unit three: get the message

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. Recognise generalizations and their supporting ideas 2. Understand TV documentaries, interviews, plays and most films in standard speech 3. Extract key details from extended informational academic lectures, if delivered in clear standard speech 4. Discuss options and possible actions	Student's book  Work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/3+  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication/3  Reflection/2  Observation/1+2  Pencil & paper/2	Check-list	<p><b>Books closed.</b> Put students in pairs or small groups and ask them to discuss the ideas they made notes about at home (See Homework in lesson 3A). -</p> <p><b>Pre- reading</b> Ask students to look at the book cover and to discuss the questions in pairs or small groups. Point out that there have also been films and plays made of the book which they might know .Open it up into a class discussion. Encourage those who have not read the book to make predictions based on the cover</p> <p><b>While reading</b> Explain that students are going to listen to and read a summary of Oliver Twist. Ask them to read the questions first so they know what information to look for. As they read, ask them to underline any unknown words to study the meaning after reading</p> <p><b>Post -reading</b> Explain that students are going to listen to and read a summary of Oliver Twist. Ask them to read the questions first so they know what information to look for. As they read, ask them to underline any unknown words to study the meaning after reading</p> <p><b>Complete the tasks with the students .</b></p> <p><b>workbook p. 28+29</b></p>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improvement .....

Form # QF71- 1 – 49rev.a

**Semester plan No (1 )**  
**Class / Level: 11<sup>th</sup> grade**

Lesson plan Page No (36)  
unit three : influences

Number of Classes: ..... Date: From: / / 2024 to / / 2024 Lesson Title: Grammar

Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures		Dur- tion
			Strategy	Tool			
<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify key information in linguistically complex conversations at natural speed</li> <li>2. Compare and contrast situations in some detail and speculate about the reasons for the current situation</li> <li>3. Paraphrase an idea using a range of linguistic devices</li> <li>4. Reformulate an idea in different words to emphasise or explain a point</li> </ol>	<p>Student's book Work Book Audio CD Class board Computer &amp; the internet or books from the library</p>	<p>Direct Instructions/ 3+7 Activity – based learning/3 Group Work/1+7 Critical Thinking//3</p>	<p>Performance-based assessment/1 Communication Reflection /2 Observation/1+2 Pencil &amp; paper/2</p>	<p>Check-list</p>	<p>- Books closed. As a pre-preparation, make a list of things or people and cut them up into little pieces and put them in an envelope. Put students in groups of four and the first person has to choose a piece of paper at random and keep what is written on it secret. Then, they give hints about the person or thing written on the piece of paper to the rest of their group, preferably using relative clauses or reduced relative clauses.</p> <p>The other people in the group guess who it is and whoever guesses it correctly keeps the piece of paper. They get 1 point and then are the next person to choose a random piece of paper and give hints. The winner is the person with the most points at the end of the allotted time. It's usually quite a tight race because the winner of each round has to be the next person to give hints, so they can't get a point. Monitor the activity, but do not correct students' mistakes during the activity.</p> <p>First, students can share their findings about the idioms/phrases they looked up at home in lesson 4A homework. Then ask them to look at the phrases given in Exercise 1 and in pairs, they discuss the origin of the phrases. Ask for volunteers to give feedback to the class. They can check their answers in the next exercise</p> <p>Refer students to the rubric. Play the audio only once and let them check their ideas from Exercise 1, and answer the question about the new expressions.</p> <p><b>- <u>students complete the activities</u></b></p>	<p>Workbook p. 30</p>	

( Daily follow-up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

**Reflection :**  
**feel satisfied with .....**  
**Challenges that faced me .....**  
**Suggestion for improvement .....**

Prepared by : 1 Hanin Thaer 2-

3-

### School principle

Date : ..... Signature : .....

### Supervisor

Date : ..... Signature : .....

Form # OF71- 1 - 49rev.a

Number of Classes: ..... Date: From: / / 2024 to / / 2024

Lesson Title: speaking

Vertical Integration: .....

Horizontal Integration: .....

Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Understand most of a radio programme aimed at a general audience 2. Give clear presentations highlighting significant points with relevant supporting detail 3. Present his/her ideas in a group and pose questions that invite reactions from other group members 4. Consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise	Student's book  Work Book  Audio  Class board  Computer & the internet or books from the library	Direct Instructions/3+  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication  Reflection /2  Observation/1+2  Pencil & paper/2	Check-list	- Books closed. Write 'Generation Z' on the board and ask students to jot down their ideas about it. Then they compare their notes with their partners. Get feedback from the class and write the common words you get from the students on the board. - Ask students to look at the memes in the exercise and share with their partners what they see in each photo. Encourage them to give as much detail as they can Ask students to look at the memes in the exercise and share with their partners what they see in each photo. Encourage them to give as much detail as they can .- Refer students to the Speaking box and ask them to study it individually. They then listen to the audio 3.14 again and tick the phrases which are used in the phone-in programme. Have them check answers with their partners. .- Put students in pairs and tell them they will discuss questions about their generation then prepare a short presentation about their generation. <b>workbook p. 31</b>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :  
feel satisfied with .....  
Challenges that faced me .....  
Suggestion for improvement .....

Prepared by : 1 Hanin Thaer 2-

3-

School principle

Date : ..... Signature : .....

Supervisor

Date : ..... Signature : .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 2 )  
Class / Level: 11<sup>th</sup> grade

Lesson plan

Page No (38-39 )  
unit three : influences

Number of Classes: ..... Date: From: / / 2024 to / / 2024

Lesson Title: writing/ An opinion essay

Vertical Integration: ..... Horizontal Integration: ..... Previous Learning .....

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to:  1. Summarise, comment on and discuss a wide range of factual and imaginative texts 2. Identify the main line of argument in a linguistically complex academic text 3. Write a strong topic sentence within a clear paragraph 4. Follow the development of a central theme to support specific conclusion in an academic text	Student's book  work Book  Audio CD  Class board  Computer & the internet or books from the library	Direct Instructions/ 3+7  Activity – based learning/3  Group Work/1+7  Critical Thinking//3	Performance-based assessment/1  Communication  Reflection /2  Observation/1+2  Pencil & paper/2	Check-list	<ul style="list-style-type: none"> <li>- Books closed. Ask students to discuss with their partners their relationship with their families. What kind of disagreements do they have? How do they solve them? How often do they come together and do something together? Ask for volunteers to share their answers, but be sensitive to any students who would rather not discuss this. They can talk in general about families instead</li> <li>Students first look at the photo and tell their partners what they see. Who are they? What are they doing? Are they familiar with this sort of scene in their own families? Get feedback. Then refer them to the Fact Box with the statistics about Internet use in Jordan and ask them to answer the questions in pairs. Open it up into a class discussion.</li> <li>Refer students to the rubric. They read the essay again to answer the questions then share their opinions with their partners. Elicit answers from the class</li> <li>Remind students that they learnt about topic sentences in Unit 1. Refer them to the Active Writing section to review how topic sentences are used <b>workbook p. 32</b></li> <li>Put students in pairs. Ask them to work in pairs and make notes about what goes into an opinion essay, how it should start and end and what expressions they might use. Ask them what a topic sentence is and where it goes in a paragraph. Students can share their ideas in a class discussion.</li> </ul>	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

repared by : 1 Hanin Thaer 2-

3-

School principle

Date :..... Signature :.....

Supervisor

Date :..... Signature :.....

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

Form # QF71- 1 – 49rev.a

Semester plan No ( 2 )

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

Number of Classes: ..... Date: From: / / 2024 to / / 2024

Vertical Integration: .....

Horizontal Integration: ..... Previous Learning .....

Lesson plan

Page No (40-41)

unit three: influences

Lesson Title: revision

Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
			Strategy	Tool		
Students will be able to: 1. All language related objectives from Unit 1.	Student's book Activity Book Cassette/ Recorder Class board Computer & the internet or books from the library	Direct Instructions/3+7 Activity -based learning/3 Group Work/1+7 Critical Thinking/3	Performance-based assessment/ 1 Communication Reflection/ 2 Observation/1+2 Pencil & paper/2	Check-list	1. Quiz for the students to guarantee that they pass the unit successfully  2. let them do the revision as groups by using the team leader technique  3. walk between them to take notes for students that cant deal with the exercises  4. check some of their books W.B+S.B	

( Daily follow – up table )

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

feel satisfied with .....

Challenges that faced me .....

Suggestion for improvement .....

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3-

School principle

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