

TEACHER : .....

SECOND SEMESTER ANNUAL PLAN ( 2019 / 2020 )

CLASS ( 7 ) SECTION/S ( )

Time of implementation: February 2020 Module 4

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<ul style="list-style-type: none"> <li>Module 4</li> <li>Theme Wonders of the ancient world</li> </ul> <p><b>Lesson 2\3</b> The new seven wonders</p> <p><b>Lessons 4 and 5</b> <b>Skills focus</b> Amazing historical places</p> <p><b>Lesson 6</b> Communication Workshop</p> <p><b>Lesson 7</b> Language Development</p> <p><b>Lesson 8</b> Project 4</p>	<p><b>Predict the meanings of new vocabulary items</b> - Practise the Past Simple tense to talk about ancient cities and wonders of the world - listen to a dialogue about the wonders of the ancient world -Read an article about the list of the Seven Wonders of the world -Write a report about a wonder of the world</p>	<p><b>Past Simple (to be) was/were</b></p> <p><b>Past Simple – affirmative (regular verbs) explored, lived</b></p> <p><b>Past Simple – negative, interrogative</b> Petra didn't lose its ancient glory. Did archaeologists build the Pyramids?</p>	<p>-Discussing topics related to the wonders of the ancient world - Describing historical places in the Middle East/Jordan - Identifying people's reasons for preferring places Expressing preferences for places to visit Following instructions to make a diorama</p> <p>• <b>Vocabulary</b> <b>Seven Wonders:</b> location, to attract, to bury to decide, <b>Historical places:</b> ancient, archaeologist, centre, civilisation, famous,</p>	<p>- Direct instruction. -Brainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups ; oral presentations) -Problem solving and induction</p>	<p><b>-Performance Based Assessment</b> - Pencil and paper Communication -Observation -Peers evaluation</p> <p><b>Project:</b>  <b>Make a periscope</b></p>	<p>-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship</p>	<p>- I feel content with..</p> <p><b>Challenges.....</b></p> <p><b>Suggestions for Improvement.....</b></p>

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<ul style="list-style-type: none"> <li>Module 5</li> <li>Theme Qualities</li> <li>Detecting</li> <li>Lesson 1</li> <li>Elementary, my dear Watson</li> <li>Lesson 2\3</li> <li>The best detective of all time.</li> <li>Lessons 4 and 5</li> <li>Skills focus</li> <li>The lost bag</li> <li>Lesson 6</li> <li>Communication Workshop</li> <li>Lesson 7</li> <li>Language Development</li> <li>Lesson 8</li> <li>Project 6</li> </ul>	<p>To predict the meanings of new vocabulary items</p> <ul style="list-style-type: none"> <li>To talk about the greatest detectives throughout history using the Past Simple tense</li> <li>To practise the comparative and the superlative degrees to talk about qualities of great detectives</li> <li>To listen to a story to act it out</li> <li>To read about famous detectives</li> <li>To write a detective story</li> </ul>	<p>Past Simple (irregular verbs) sit, stand, think, give</p> <p>The comparative older, wiser, more/less famous</p> <p>The superlative the oldest, the hottest, the most famous</p> <p>Regular and irregular comparatives and superlatives good/better than/the best; bad/worse than/ the worst</p>	<p>-Describing issues related to detectives</p> <p>Identifying qualities of a detective</p> <p>-Responding to a narrative</p> <p>Predicting events in a story -</p> <p>Suggesting solutions to problematic events</p> <p>- Following instructions to write a detective story</p> <p>• <u>Vocabulary Qualities:</u> intelligent, kind, logical, pleasant, professional, wise</p> <p><u>Detecting:</u> conclusion, method, police officer, ransom, suspect, to cover up, to investigate, to kidnap, victims</p>	<p>- Direct instruction.</p> <p>-Brainstorming</p> <p>-Mind mapping</p> <p>-Group work</p> <p>- Activity based learning</p> <p>(Discussion in Groups ; oral presentations)</p> <p>-Problem solving and induction</p>	<p>-Performance Based Assessment</p> <p>- Pencil and paper Communication</p> <p>-Observation</p> <p>-Peers evaluation</p>	<p>-Critical and creative Thinking</p> <p>-Constructive Learning</p> <p>Communication</p> <p>-Cooperation</p> <p>-Citizenship</p>	<p>- I feel content with..</p> <p>Challenges.....</p> <p>Suggestions for Improvement.....</p>

Module /Unit	Outcomes	Structure	Functions& vocabulary	Teaching strategies	Assessment	Competency	Self-assessment
<ul style="list-style-type: none"> <li>Module 6</li> <li>Theme Having Fun</li> <li>Lesson 1 I'm having fun</li> <li>Lesson 2\3 Adventure holidays are brilliant!.</li> <li>Lessons 4 and 5 Skills focus</li> <li>He travelled around the world for 29 years!</li> <li>Lesson 6 Communication Workshop Writing a newspaper article</li> <li>Lesson 7 Language Development</li> <li>Lesson 8 Project 6 Make a tourist brochure</li> </ul>	<p>To predict the meanings of new vocabulary items</p> <ul style="list-style-type: none"> <li>To talk about holidays and travel</li> <li>To listen to a report by an expert on tourism</li> <li>To read a dialogue and notes about travel</li> <li>To practise the Present Continuous tense to talk about an ideal holiday</li> <li>To write a newspaper article</li> <li>To make a tourist brochure</li> </ul>	<p><b>Present Continuous – affirmative, negative, and interrogative</b></p> <p>I'm resting. I'm not studying. Are you watching TV?</p>	<p>Identifying issues related to adventure tourism and ecotourism</p> <ul style="list-style-type: none"> <li>Describing places to visit in one's country</li> <li>Narrating the events of a holiday</li> <li>Expressing opinions about reasons for travel</li> <li>Evaluating one's own actions</li> <li>Comparing events</li> <li>Designing a tourist brochure</li> </ul> <p>• <b>Vocabulary</b> <b>Tourism:</b> adventure holiday, beach holiday, ecotourism, sandcastle, tourism <b>Holiday activities:</b> to lie, to relax, to rest, to sunbathe, to swim</p>	<p>- Direct instruction. -Brainstorming -Mind mapping -Group work - Activity based learning (Discussion in Groups ; oral presentations) -Problem solving and induction</p>	<p>-Performance Based Assessment - Pencil and paper Communication -Observation -Peers evaluation</p> <p><b>Project:</b>  <b>Make a tourist brochure</b></p>	<p>-Critical and creative Thinking -Constructive Learning Communication -Cooperation -Citizenship</p>	<p>- I feel content with..</p> <p>Challenges.....</p> <p>Suggestions for Improvement.....</p>

