**Class/ 9th Unit Title:** An International School

**No. of classes: 24 Date: from / to / No. of pages SB: 6** *\***WB**: **5**

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| **Related Activities** | Assessment | | **Instructional Strategies** | **Materials / Resources** | Outcomes |
| **P**laying games  **D**oing a project  **H**omework  **W**ork sheets | **Tool** | **Strategy** | Presentation  Discussion  Working in groups or pairs.  Critical thinking.  Direct questions, | SB, WB,  Computer,  CD,  White board,  . | Students are expected to:   * Discuss an international school; talk about school activities; discuss the text type of advertisements. * Read and understand three advertisements with different purposes and audiences. * Develop a close understanding of the texts, their purposes, audiences and vocabulary. * Learn and practise correct use of passive modal verbs. * Learn about headwords in a dictionary; spell words with three different sounds for ***ou***; learn prefixes that change meanings of words. * Learn and practise the correct use of question tags. * Discuss the features of advertisements; write their own advertisement for a magazine. |
| Checklist  Exams | Performance-based assessment  Presentation & Debate  Observation |

Information about students--------------------------------------------------

Form#QF71-1-49rev.a

**Class/ 9th Unit Title:** Music

**No. of classes: 21 Date: from**  /  **to**  /  **No. of pages SB:** **16** *\***WB**: **15**

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| **Related Activities** | Assessment | | **Instructional Strategies** | **Materials / Resources** | Outcomes |
| **P**laying games  **U**sing PowerPoint shows.  **H**omework  **W**ork sheets | **Tool** | **Strategy** | Presentation  Discussion  Working in groups or pairs.  Critical thinking.  Direct questions | SB, WB,  Computer,  CD,  White board. | Students are expected to:   * Discuss music; talk about different kinds of music; discuss the text type of discursive writing. * Read and understand an email that aims to persuade the reader. * Develop a close understanding of the texts, their purposes, structure and vocabulary. * Learn and practise correct use of reported questions. * Learn about dictionary entries with two or more meanings; spell words with the long **u** /***u:***/ sound; learn words beginning with the prefix ***inter-*** * Learn and practise the correct use of transitive and intransitive phrasal verbs. * Learn and practise expressions for giving/ asking for opinions * Understand the features of a discursive essay; write a discursive essay. |
| Checklist  Exams | Performance-based assessment  Presentation & Debate  Observation |

Information about students--------------------------------------------------

Form#QF71-1-49rev.a



**Class/ 9th Unit Title:** It's a Mystery

**No. of classes: 16 Date: from / to / No. of pages SB:**  *\***WB**:

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| **Related Activities** | Assessment | | **Instructional Strategies** | **Materials / Resources** | Outcomes |
| **P**laying games  **A**cting out a scene  **H**omework  **W**ork sheets | **Tool** | **Strategy** | Presentation  Discussion  Working in groups or pairs.  Critical thinking.  Doing the exams.  Direct questions | SB, WB,  Computer,  CD,  White board | Students are expected to:   * Discuss strange and unusual openings; discuss the text type of fiction with an unusual opening. * Read and understand the unusual opening to a story. * Develop a close understanding of the text, its style, structure and vocabulary. * Learn and practise correct use of participle clauses. * Learn about words of different classes in a dictionary that have two or more meanings; spell words with the long **a** /***eɪ***/ sound; learn about prefixes ***bi-*** and ***tele***- * Learn and practise the correct use of modal verbs + perfect infinitive. * Listen to a conversation about planning for the festival. * Discuss the features of story writing and write an unusual opening to a story. |
| Checklist  Exams | Performance-based assessment  Presentation & Debate  Observation |

Information about students--------------------------------------------------

Form#QF71-1-49rev.a

**Class/ 9th Unit Title:** It's a Fact

**No. of classes: 16 Date: from / to / No. of pages SB:** **38** *\***WB**:**37**

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| **Related Activities** | Assessment | | **Instructional Strategies** | **Materials / Resources** | Outcomes |
| **P**laying games  **W**atching a TV documentary programme  **H**omework  **W**ork sheets | **Tool** | **Strategy** | Presentation  Discussion  Working in groups or pairs.  Critical thinking.  Direct questions. | SB, WB,  Computer,  CD,  White board | Students are expected to:   * Discuss documentaries; talk about their purposes; discuss previews and reviews. * Read and understand a preview and review of a documentary TV programme. * Develop a close understanding of the texts, their purposes, audiences and vocabulary. * Learn and practise correct use of non-defining relative clauses. * Learn about words with two or more meanings as the same word class and other meanings in other word classes; spell words with the long **o** /***ə***ʊ/ sound; learn about suffixes ***-ology*** and ***–ist***. * Learn and practise the correct use of the third conditional. * Listen to a discussion of a TV programme; practise language for agreeing and disagreeing. * Discuss the features of a review and write a review of a documentary. |
| Rubric  Checklist  Exams | Performance-based assessment  Presentation & Debate  Observation |

Information about students--------------------------------------------------

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**Class/ 9th Title:** There's a Problem  **No. of pages SB:**  *\***WB**:

**No. of classes: Date: from / to /**

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| Reflection | **Related Activities** | Assessment | | **Materials / Resources** | **Instructional Strategies** | Outcomes |
| I feel satisfied with-----------------------------------------------------------  Challenges that faced me--------------------------------------------------------------------------------  Suggestions for improvement------------------------------------------------------------------ | **P**laying games  **H**omework  **W**ork sheets | **Tool** | **Strategy** | SB, WB,  Computer,  CD,  White board, | Presentation  Discussion  Working in groups or pairs.  Critical thinking.  Direct questions. | Students are expected to:   * Discuss dealing with problems; discuss who they consult about problems. * Read and understand a short play. * Develop a close understanding of the play, its features and vocabulary. * Learn and practise correct use of ***to be able to***. * Learn about example phrases/sentences in a dictionary; spell words with the long **e** /***i:***/ sound; learn the suffixes ***-ment***, ***–dom, -ship and –ness*** to form abstract nouns. * Learn and practise the correct use of reported questions with modal verbs. * Listen to a talk about a famous British artist; talk about a famous artist from students' own country. * Discuss the features of a play and write their own play scene. |
| Rubric  Checklist  Exams | Performance-based assessment  Presentation & Debate  Observation |

Information about students--------------------------------------------------

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**إعداد المعلمة :**