

**Semester Plan No ( 2 )**

**Lesson Plan**

**Page No ( 1 )**

Class / level: 7th grade

Unit title: **Let's get started!**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson one: World of Wonder! Magazine

Previous learning: semester 1

Vertical Integration: semester 1

Horizontal Integration: \_\_\_\_-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1  2	Students are supposed to:	Pp's Book  Activity Book  Mobile phone & Speaker  White Board	- Direct Instruction: Questions answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech  -Observation: Random observation	-Check list    - Rating scale	Starting the lesson; Tch writes words on the board & pps interact.	5m
	Revise vocabulary and grammar presented in semester one					Explaining pps. will read about WOW! Team and their topics for semester 2.	2m
	Introduce the second semester's topics.					Pps describe the pictures, listen to the audio & then answer Tch's comprehension qs.	10m
						Pps individually write answers for ex2 then compare with partners & finally justify answers aloud.	10m
						Pps talk in pairs to discuss the qs in ex3 (relating to ex2) & Tch monitors.	7m
						Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson: Which do you think will be your favourite topic for the WOW! Magazine?	1m

(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) used in this lesson.

Prepared by: School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **Let's get started!**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson two: Team Talk

Previous learning: semester 1

Vertical Integration: semester 1

Horizontal Integration: \_\_\_-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1  2	Students are supposed to:	Pp's Book  Activity Book  Mobile phone & Speaker  White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  - Groupwork : Discussion Group work Pair work	-Performance based assessment: Performance Speech  -Observation: Random observation	-Check list    - Rating scale	Starting the lesson; Tch asks simple qs about semester's 1 topics & pps answer using yes / no answers	3m
	Revise vocabulary and grammar presented in semester one					Explaining pps. will read about WOW! Team and their topics for semester 2.	1m
	Introduce the second semester's topics.					Pps describe the children in pictures, listen to audio & read	6m
						Pps work on ex2 in pairs then individually to answer ex3. Tch makes sure pps have the correct answers.	10m
						Pps match the words with definitions, in pairs, for ex4.	4m
						Pps play the guessing game for ex5 in pairs. Tch monitors.	10m
						Pps work A.B. ex1,2,3 individually then check with partners.	10m
	Finishing the lesson: What can you remember about the team members and semester 1?	1m					

(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) ) used in this lesson .

Prepared by: School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson one: World of Wonder! Magazine

Previous learning: sports

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: sports

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn and use words for extreme sports	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment:	-Check list	Starting the lesson; Tch asks pps What sports do you like?  Explains to pps they'll learn to talk about extreme sports.	2m 1m
2	Infer unstated info in simple stories or descriptive texts if guided.	Activity Book	Work with the book Direct reading activities	Performance Speech		Tch reads the introduction and explains the qs then Pps answer and discuss in pairs.	6m
3	List advantages of a course of action in some detail using fixed expressions.	Mobile phone & Speaker			- Rating scale	Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	7m
4	Repeat phrases and short sentences.	White Board	- Groupwork	Observation: Random observation		Pps listen and read then answer ex3. Tch checks. Pps work individually then compare for ex4. Tch checks.	4m 4m
5	Talk about everyday activities using simple language.		: Discussion Group work			Pps work for ex5 in pairs and Tch walks around, monitors and asks different pps to offer answers.	10m
6	Talk about past events or experiences using simple language		Pair work			Pps work on A.B. ex1,2,3,4 individually then compare & check with partners	10m
						Finishing the lesson: pps close books. Tch calls out the 1 <sup>st</sup> part of each sport word and have pps complete them in unison.	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

\*I feel satisfied with .....

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Prepared by: School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson two: Team Talk

Previous learning: sports

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration	
				Strategy	Tool			
1	Students are supposed to: Listen and read a dialogue about extreme sports.	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing.	-Check list	Starting the lesson; Tch asks pps about extreme sports' new vocabs.	2m	
2	Understand the main points of a short simple dialogue related to everyday situations.	Activity Book				Tch introduces the lesson will be about the opinion of the team regarding extreme sports.	4m	
3	Scan a simple text to find specific information.	Mobile phone & Speaker				Pps listen and skim the dialogue to answer ex1.	6m	
4	Act out a short dialogue or role play	White Board				-Rating scale	Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	11m
5	Express opinions on familiar topics .					Lollipop stick technique	Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
				Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m			
				Finishing the lesson: using the 3 facts & a fib, pps write sentences about sports they do. Class guesses the fib.	2m			

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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\*Suggestions for improvement .....

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Prepared by : School principle ..... Date ..... Signature .....  
 Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons three **and** four: Grammar

Previous learning: pronouns

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech  -Observation: Random observation  Lollipop stick technique	-Check list    - Rating scale	Starting the lesson; Tch asks qs about previous lesson.	2m
	Learn reflexive pronouns					Tch writes <i>I hurt my leg / I hurt myself</i> Then asks pps what they can see in the sentences, then tell them myself is a reflexive pro.n.	4m
	Use reflexive pronouns.					Pps refer to previous lesson & answer ex1 qs in pairs.	6m
	Understand a listening task.					Pps read and try to circle to complete the rule for ex2 then do ex3 individually and Tch checks	10m
	Understand the main points of a dialogue related to everyday situations.					Pps work in pairs for ex4 and take turns to say the sentences.	8m
5	Talk about past events or experiences, using simple language.					Pps listen for ex5 then listen to audio and work out the qs in ex6 in pairs. Tch checks.	10m
						Pps talk about the suggested topics using for ex7	3m
						Finishing the lesson: Tch asks personal qs using reflexives.	2m
						Pps work in pairs and groups for the A.B. lesson's exercises	1 Class

(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) used in this lesson.

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Supervisor ..... Date ..... Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson five: Book Club

Previous learning: \_\_\_\_\_ - \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing.	-Check list  - Rating scale	Starting the lesson; Tch asks <i>Do you like adventure stories. What adventure stories have you read?</i>	3m
	Understand a reading text					Tch writes <i>Old fashioned explorers</i> on the board and asks pps <i>What things did old fashioned explorers take with them in an adventure?</i>	4m
	Introduce geography words					Pps look at the pictures and work in pairs to complete the activity to answer ex1.	6m
	Identify specific information in a simple story.					Pps listen and read then raise their hands to offer answers for ex2. Tch checks comprehension with qs	10m
	Act out a short dialogue or role play given prompts.					Pps work for activity book's ex1,2,3,4 individually then check answers with partners. Tch checks. Pps work in groups to act out a role play. Tch supervises	10m 10m
	Finishing the lesson: Summative question technique 'Today I have learnt ...' pps complete.	2m					

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

\*I feel satisfied with .....

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\*Suggestions for improvement .....

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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### Lesson Plan

Page No ( 1 )

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons six **and** seven: Vocabulary and Grammar

Previous learning: present perfect

Vertical Integration: 6<sup>th</sup> grade

Horizontal Integration:     -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  - Groupwork: Discussion Group work Pair work	- Performance - based assessment: Performance Speech  - Observation: Random observation  Lollipop stick technique	-Check list          - Rating scale	Starting the lesson; Tch revises the adventure story with pp.	2m
	Use words for geography					Tch teaches the directions with compass drawing on board	3m
	Use past perfect					Pps look at pictures, listen to audio & answer ex1.	6m
	Scan a simple text to find specific information					Pps work in pairs to find the words on ex2 referring to p12 . Pps complete the true/ false activity individually and then work with partners to correct the false sentences for ex3. Tch checks answers	8m 10m
	Identify specific information in a simple story, guided by qs.					Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	5m
5	Do Activity book exercises.				Pps listen to audio and answer the qs for ex5,6. Pps in pairs practice saying sentences for ex7. Tch helps	6m 3m	
	Finishing the lesson: Tch uses thought provoking questions 'Did you like Mustafa's day? Is it like yours?' Pps individually do all exercises in A.B. then check with partners				2m 1 Class		

(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) used in this lesson.

Prepared by : School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

**Page No ( 1 )**

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson eight: Culture

Previous learning: \_\_\_\_ - \_\_\_\_

Vertical Integration: \_\_\_\_ - \_\_\_\_

Horizontal Integration: \_\_\_\_ - \_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn about unusual sports.	Pp's Book	- Direct Instruction: Qs answers	-Performance based assessment: Performance Speech.	- Check list	Starting the lesson; Tch asks pps to write as many sports words from lesson 1 as they can remember.	2m
2	Revise vocabulary	Activity Book	Work with the book			Tch explains they'll talk about unusual sports.	4m
3	Revise grammar	Mobile phone & Speaker	Direct reading activities			Pps discuss before you read for ex1 & answer in pairs. Tch encourages class discussion with qs.	6m
4	Get the gist of short factual school texts.	White Board	- Groupwork : Discussion Group work Pair work	- Observation: Random observation	- Rating scale	Pps listen & read for ex2. Tch checks comprehension with qs	10m
5	Scan a text for specific info.					Pps work for activity book's ex1 individually then in pairs to find answers (after you read ).	7m
6	Identify similarities and differences in the facts between two texts on the same topic.					Pps work on A.B. ex2 T/F individually then correct the false ones Pps listen and complete for ex3. Tch checks both. Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	9m 7m

(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) used in this lesson.

Prepared by :  
 School principle ..... Date ..... Signature .....  
 Supervisor ..... Date ..... Signature .....



Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson nine: English in action

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	- Performance based assessment: Performance Speech Role playing  - Observation: Random observation	-Check list    - Rating scale	Starting the lesson; Tch asks pps about holiday activities	2m
	Say what they prefer					Tch introduces they'll learn to ask and say what they prefer.	3m
	Practise sentence stress of 'd' in the contracted form of the past perfect.					Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	7m
	Understand the main points of a short dialogue.					Tch reads out the sentences in <i>Say it! box</i> and have pps repeat as a class then answer ex2 in pairs. Pps act out the dialogues in pairs and Tch monitors.	8m 8m
4	Act out a short dialogue.					Tch plays the audio once then a 2 <sup>nd</sup> time pausing after each line and have pps repeat then a 3 <sup>rd</sup> time. Pps answer the qs.  Pps work on A.B. ex1 (read, answer, listen), ex2 (write & act a dialogue), ex3 (listen & match then repeat) individually then check with partners. Tch monitors	5m 10m
						Finishing the lesson: Tch uses thought-provoking questions to ask pps <i>Who could you talk to about what you prefer? .....</i>	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson ten: Literacy: brochures and adverts

Previous learning: - \_\_\_\_\_

Vertical Integration: - \_\_\_\_\_

Horizontal Integration: - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction:	- Performance	-Check list	Starting the lesson: Tch writes <i>dangerous</i> on board & asks <i>What other adjs do you know that describe extreme sports?</i>	2m
	Read and understand a reading text.	Activity Book	Qs answers Work with the book	- based assessment: Performance Speech		Tch explains in this lesson they'll read a text about holidays, then draws pps attention to particular words: perfect, terrific,... And their meanings.	5m
	Connect the information in a text with the information given in charts, graphs or diagrams.	Mobile phone & Speaker	Direct reading activities		- Rating scale	Pps look at pictures & read the first paragraph to answer for ex1 (before you read). Pps listen and read then Tch checks pps understanding through comprehension. qs.	5m 10m
3	Give simple reasons to explain preferences.	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation		Pps work individually to read & match ex3 (after you read). Tch checks.	7m
						Pps do ex4 in pairs about holidays they prefer giving reasons. Tch helps	8m
						Pps work on A.B. ex1,2,3 individually then offer answers.	5m
						Finishing the lesson: Tch uses thought-provoking qs to ask pp about their experiences with holiday brochures.	3m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
 Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons eleven and twelve: Writing

Previous learning: unit 5

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance - based assessment: Performance Speech	-Check list	Starting the lesson pps write as many new vocabs from unit 5 as they can remember.	2m
	Write a brochure					Tch explains pps will write a brochure.	2m
2	Revise vocabulary	Activity Book	-Groupwork: Discussion	-Observation: Random observation	- Rating scale	Pps read the text and tick the correct answer. Ex1	7m
3	Revise grammar	White Board				Tch checks comprehension with qs.	7m
4	Find specific information about typical free time activities for young people in simple illustrated information leaflets.						Pps work individually to read the <i>How to write... box</i> then circle the correct options about the brochure. Tch checks.
5	Find specific information in extended informational texts using text features					Tch reads the <i>Writing tip</i> to pps then monitors and helps pps with ideas to write individually their brochures about a different extreme sport. Pps evaluate their own work and double check their spelling and punctuation.	9m
6	Write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures					Finishing the lesson: Pps write down what they achieved in their learning diary.	3m
						Pps do all exercises in A.B. individually then check with partners and Tch cheks all in the end.	1 Class

(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) used in this lesson.

Prepared by : School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson one: World of Wonder! Magazine

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities - Groupwork : Discussion Group work Pair work	- Performance based assessment: Performance Speech - Observation: Random observation	-Check list     - Rating scale	Starting the lesson; Tch asks pps What shops do you like?	2m
	Learn and use words and phrases for shopping					Explains to pps they'll learn to talk about shopping.	1m
	Infer unstated info in simple stories or descriptive texts if guided.					Tch reads the introduction and explains the qs then Pps answer and discuss in pairs.	6m
	Give brief reasons for their opinions on familiar topics					Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	7m
	Repeat phrases and short sentences.					Pps listen and read then answer ex3. Tch checks. Pps work in paired to answer ex4. Tch checks.	5m 5m
5	Talk about matters of personal information and interest in some detail.					Pps work for ex5 in pairs and Tch walks around, monitors and asks different pps to offer answers.	8m
						Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson: Tch asks "Are phrases harder to remember than single words? How will you learn these words and phrases?".	1m

(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) used in this lesson.

Prepared by: School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson two: Team Talk

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance based assessment: Performance Speech Role playing.	-Check list     - Rating scale	Starting the lesson; Tch revises the shopping words using the Lollipop stick technique	2m
	Listen and read a dialogue about shopping.					Tch explains that in this lesson pps will read about shopping.	4m
	Understand the main points of short simple dialogues related to everyday situations.					Pps listen and skim the dialogue to answer ex 1.	6m
	Scan a simple text to find specific information.					Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	9m
	Understand some details in extended dialogues on familiar everyday topics					Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	8m
	Act out a short dialogue or role play					Pps ask & answer for ex4 in pairs. Tch supervises.	6m
6	Give brief reasons for their opinions on familiar topics.			Lollipop stick technique		Pps work on A.B. ex1,2,3 individually then compare & check with partners	8m
						Finishing the lesson: Tch asks pps to think of a question about shopping to ask the class and choose someone to answer using the Lollipop stick technique.	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection:

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**Semester Plan No ( 2 )**

**Lesson Plan**

**Page No ( 1 )**

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons three and four: Grammar

Previous learning: v.1 & future simple

Vertical Integration: 5<sup>th</sup> & 6<sup>th</sup> Grades

Horizontal Integration:     

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance based assessment: Performance Speech	-Check list	Starting the lesson; Tch asks <i>What do you buy online/in the shops?</i>	2m
	Learn zero and first conditional					Tch writes an example of zero conditional & asks pps to read then he says it's zero con. Then repeats the same for 1 <sup>st</sup> conditional then asks for the difference between the two ( <i>will</i> ).	4m
	Use zero and first conditional.					Pps refer to previous lesson & answer ex1 qs in pairs.	6m
	Understand a listening task.					Pps read and try to circle to complete the rule for ex2 then do ex3 individually and Tch checks	10m
	Understand the details of extended conversations on familiar topics					Pps work in pairs for ex4 and swap answers with partners and compare	8m
5	Talk about matters of personal information and interest in some detail		-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rating scale	Pps listen for ex5 then listen to audio and work out the qs in ex6 in pairs. Tch checks.	10m
						Lollipop stick technique	Pps talk about the suggested topics using for ex7
						Finishing the lesson: Pps writ examples on the newly learnt grammar.	2m
						Pps work in pairs and groups for the A.B. lesson's exercises	1 Class

(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) used in this lesson.

Prepared by :                      School principle .....                      Date .....                      Signature .....

   Supervisor .....                      Date .....                      Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson five: Book Club

Previous learning: zero & 1<sup>st</sup> conditionals

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration	
				Strategy	Tool			
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers	-Performance-based assessment: Performance	-Check list	Starting the lesson; Tch asks pps to think of ideas to finish the sentence <i>If I had lots of money, I would ...</i>	3m	
	Understand a reading text					Activity Book	Work with the book	Speech
2	Introduce imaginary situations	Mobile phone & Speaker	Direct reading activities	Role playing.	-	Pps look at the pictures and work in pairs to complete the activity to answer ex1.	6m	
4	Talk about matters of personal information and interest in some detail	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rating scale	Pps listen and read then raise their hands to offer answers for ex2. Tch checks comprehension with qs	10m	
						Understand some details in extended dialogues on a range of non-technical topics.	Pps work for activity book's ex1,2,3 individually then check answers with partners. Tch checks.	10m
						Pps work in pairs ask & answer for ex4. Tch supervises	10m	
						Finishing the lesson: Summative question technique 'Today I have learnt ...' pps complete.	2m	

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons six **and** seven: Vocabulary and Grammar

Previous learning: zero & 1<sup>st</sup> conditionals

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	-Performance based assessment: Performance Speech	-Check list	Starting the lesson; Tch asks <i>What would the poet in Lesson5 do?</i>	2m
	Use words for imaginary situations					Tch teaches the new words. (note: Follow Tch's Book's Presentation)	7m
2	Use the second conditional	Activity Book				Pps look at pictures, listen to audio & answer ex1.	5m
3	Scan a simple text to find specific information	Mobile phone & Speaker				Pps work in pairs to find the words on ex2 referring to page 22. Pps answer ex3 in reference to the same page. Tch checks answers	8m 5m
4	Write a very simple story, given prompts or a model	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rating scale	Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	6m
5	Repeat phrases and short sentences					Lollipop stick technique	Pps listen to audio and answer the qs for ex5,6. Tch monitors.
6	Do Activity book exercises.					Finishing the lesson: Tch uses the Summative qs technique, asks <i>If you were the teacher, what would you ask your pps to do for homework?</i>	2m
						Pps individually do all exercises in A.B. then check with partners	1 Class

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....



**Semester Plan No ( 2 )**

**Lesson Plan**

**Page No ( 1 )**

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson eight: Culture

Previous learning: \_\_\_\_ - \_\_\_\_

Vertical Integration: \_\_\_\_ - \_\_\_\_

Horizontal Integration: \_\_\_\_ - \_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Students are supposed to: Learn about interesting markets.	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities  - Groupwork : Discussion Group work Pair work	-Performance based assessment: Performance Speech.  - Observation: Random observation	- Check list    - Rating scale	Starting the lesson; Tch asks pps to write as many shopping words from lesson 1 as they can remember.	2m
	Revise vocabulary	Activity Book				Tch explains they'll talk about interesting markets around the world.	4m
	Revise grammar	Mobile phone & Speaker				Pps discuss before you read for ex1 & answer in pairs. Tch encourages class discussion with qs.	6m
	Get the gist of short factual school texts.	White Board				Pps listen & read for ex2. Tch checks comprehension with qs	10m
	Scan a text for specific info.					Pps work for activity book's ex1 individually then in pairs to find answers (after you read).	8m
	Write a short, persuasive text					Pps work on A.B. ex2 in pairs then listen and complete for ex3. Tch checks both.  Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	8m 7m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
Supervisor ..... Date ..... Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson nine: English in action

Previous learning: - \_\_\_\_\_

Vertical Integration: - \_\_\_\_\_

Horizontal Integration: - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance - based assessment: Performance Speech Role playing	-Check list	Starting the lesson; Tch writes <i>A complaint</i> on the board & explains its meaning then asks <i>Have you ever made a complaint in a shop? What was the problem?</i>	2m
	Learn to make a complaint					Tch explains they'll learn to make a complaint.	3m
	Practise intonation in questions and statements					Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	7m
	Understand the main points of a short dialogue.					Tch reads out the sentences in <i>Say it! box</i> and have pps repeat as a class then answer ex2 in pairs.	8m
	Act out a short dialogue or role play					Pps act out the dialogues in pairs and Tch monitors.	8m
5	Identify the context in which an everyday conversation is taking place	- Groupwork: Discussion Group work Pair work	- Observation: Random observation		- Rating scale	Tch plays the audio once then a 2 <sup>nd</sup> time pausing after each line and have pps repeat then a 3 <sup>rd</sup> time. Pps answer the qs.	5m
						Pps work on A.B. ex1(read, answer, listen), ex2 (write & act a dialogue), ex3 (listen & complete) individually then check with partners. Tch monitors	10m
						Finishing the lesson: Tch uses thought-provoking qs to ask pps <i>Do people make complaints like this in your country/language?</i>	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson ten: Literacy: emails

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction:	- Performance	-Check list	Starting the lesson: Tch asks key questions: <i>Do you write emails? Do your parents write emails? What do you have to do to write and send an email?</i>	3m
	Read and understand a reading text.	Activity Book	Qs answers Work with the book	- based assessment: Performance Speech		Tch explains in this lesson they'll read two emails, then draws pps attention to particular words: enormous, underwater, .... And their part of speech.	7m
2	Find specific info in extended informational texts using text features such as headings and captions	Mobile phone & Speaker	Direct reading activities		- Rating scale	Pps read the subjects of the emails to answer ex1 (before you read).	5m
						Pps listen and read then answer the comprehension questions in ex3 (after you read) in pairs. Tch checks and helps.	10m
3	Give brief reasons for their opinions on familiar topics.	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation		Pps do ex4 in pairs about shopping giving reasons. Tch monitors.	8m
						Pps work on A.B. ex1,2,3 individually then offer answers.	10m
						Finishing the lesson: Tch uses thought-provoking qs to ask pp about their experiences with writing emails.	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
 Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **6 Spend or save.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons eleven and twelve: Writing

Previous learning: unit 6

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Students are supposed to:	Pp's Book Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion	-Performance -based assessment: Performance Speech  -Observation: Random observation	-Check list   - Rating scale	Starting the lesson pps say any word connected to shopping and money they can think of Tch explains pps will write an email.	2m 2m
	Write an email					Pps read the email and choose the best subject. Ex1	7m
	Revise vocabulary					Tch checks comprehension with qs.	7m
	Revise grammar					Pps work individually to read the <i>How to write... box</i> then answer the following questions. Tch checks.	10m
	Skim straightforward extended texts with a clear structure to get a general idea of the content					Tch reads the <i>Writing tip</i> to pps then monitors pps for writing individually the email from Zeinab to Camila Pps evaluate their own work and double check their spelling and punctuation.	9m 5m
	Scan a simple text to find specific information					Finishing the lesson: Pps write down what they achieved in their learning diary. <i>Today I wrote an email about ...</i>  Pps do all exercises in A.B. individually then check with partners and Tch cheks all in the end.	3m 1 Class

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson one: World of Wonder! Magazine

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance based assessment: Performance Speech	-Check list	Starting the lesson; Tch asks pps <i>How do you talk to your friends when you are not together?</i>	2m
	Learn and use words for communication					Explains to pps they'll learn to talk about communication.	1m
	Infer unstated info in simple stories or descriptive texts if guided.					Tch reads the introduction and explains the qs then Pps answer and discuss in pairs.	6m
	Express their opinions on familiar topics, using simple language.					Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	7m
	Repeat phrases and short sentences.					Pps listen and read then answer ex3. Tch checks. Pps work individually then discuss for ex4. Tch checks.	4m 4m
5	Give brief reasons for their opinions on familiar topics		- Groupwork : Discussion Group work Pair work	- Observation: Random observation	- Rating scale	Pps work for ex5 in pairs and Tch walks around, monitors and asks different pps to offer answers.	10m
						Pps work on A.B. ex1,2,3,4 individually then compare & check with partners	10m
						Finishing the lesson: pps close books. Tch calls out the phrases, but say <i>beep</i> for one word. pps say the missing word..	1m

(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) used in this lesson.

Prepared by: School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson two: Team Talk

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	-Performance-based assessment: Performance Speech Role playing.	-Check list     - Rating scale	Starting the lesson; Tch asks pps write down as many phrases from Lesson 1 as they can in one minute.	2m
	Listen and read a dialogue about getting on well with people.					Tch explain that in this lesson pupils will read about getting on with people.	4m
	Understand a simple written dialogue on a familiar topic.					Pps listen and skim the dialogue to answer ex1.	6m
	Scan a simple text to find specific information.					Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	11m
	Understand some details in extended dialogues on familiar everyday topics					Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
	Act out a short dialogue or role play					Pps work on A.B. ex1,2,3 individually then compare & check with partners. Finally Pps discuss ex4 in pairs.	10m
6	Express opinions on familiar topics.					Finishing the lesson: Pps close their books then Tch uses the Summative questions technique, ask them the qs in Activity 2 in the Pupil's Book again.	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons three **and** four: Grammar

Previous learning: comparative

Vertical Integration: 6<sup>th</sup> Grade

Horizontal Integration:    -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book  Activity Book  Mobile phone & Speaker  White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	- Performance based assessment: Performance Speech  - Observation: Random observation  Lollipop stick technique	-Check list    - Rating scale	Starting the lesson; Tch asks qs about previous lesson.	2m
	Learn (not) as ... as;					Tch writes <i>Cats are as nice as rabbits. Cats are not as nice as rabbits.</i> Then ask pps <i>Do you agree with either of these sentences?</i>	5m
	Use (not) as ... as;.					Pps refer to previous lesson & answer ex1 qs in pairs.	6m
	Scan a simple text to find specific information.					Pps read and try to circle to complete the rule for ex2 then do ex3 individually and Tch checks	10m
	Understand some details in extended dialogues on familiar everyday topics					Pps work in pairs for ex4 and take turns to say the sentences.	8m
5	Make simple, direct comparisons between two people or things using common adjectives					Pps listen for ex5 then listen to audio and work out the qs in ex6 in pairs. Tch checks.	10m
						Finishing the lesson: Tch asks pps to say a sentence about themselves and someone in their family using (not) as ... as..  Pps work in pairs and groups for the A.B. lesson's exercises	4m  1 Class

(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) used in this lesson.

Prepared by :            School principle .....            Date .....            Signature .....

                                 Supervisor .....            Date .....            Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson five: Book Club

Previous learning: \_\_\_\_\_ - \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand a reading text	Pp's Book	- Direct Instruction: Qs answers	-Performance-based assessment:	-Check list	Starting the lesson; Tch asks <i>pps to say a word or phrase connected with the topics of communication and friendship</i>	3m
2	Introduce words for feelings	Activity Book	Work with the book	Performance Speech		Tch writes <i>Play</i> on the board & asks <i>Where do you see a play?</i> & elicit <i>At the theatre</i> then <i>What do you know about plays??</i>	4m
3	Identify specific information in a simple story.	Mobile phone & Speaker	Direct reading activities	Role playing.			
4	Give brief reasons for their opinions on familiar topics	White Board	-Groupwork: Discussion	-Observation: Random observation	- Rating scale	Pps work in pairs to complete the activity to answer ex1.	6m
5	Ask a range of questions in guessing games to find the answer		Group work Pair work			Pps listen and read then raise their hands to offer answers for ex2. Tch checks comprehension with qs	10m
6	Follow the sequence of events in a simple story or narrative					Pps work for activity book's ex1,2,3 individually then check answers with partners. Tch checks.	10m
						Finishing the lesson: Summative question technique 'Today I have learnt ...' pps complete.	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....



Class / level: 7th grade

Unit title: 7 Let's talk.

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons six and seven: Vocabulary and Grammar

Previous learning: v1 + negative + questions

Vertical Integration: 6<sup>th</sup> grade

Horizontal Integration: \_\_\_ -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	- Performance based assessment: Performance Speech  - Observation: Random observation  Lollipop stick technique	-Check list     - Rating scale	Starting the lesson; Tch asks pps qs with question tags and tell them to try and answer without saying <i>yes</i> or <i>no</i> .	2m
	Use words for feelings					Activity Book	Tch pre-teaches the new words: writes on the board and ask pps which ones they know & explains with definitions
	Use question tags	Mobile phone & Speaker				Pps look at pictures, listen to audio & answer ex1.	6m
	Scan a simple text to find specific information	White Board				Pps work in pairs to find the words on ex2 referring to p36 . Pps work with partners to answer qs about the play for ex3. Tch checks answers	8m 10m
	Understand how people are feeling					Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	5m
	Repeat single words	Pps listen to audio and answer the qs for ex5. Pps in pairs practice saying sentences for ex6. Tch helps				6m 3m	
	Say how they or someone else feels, giving a brief reason	Finishing the lesson: Tch uses the Summative qs technique, & asks <i>Is it easy to use question tags?</i>				2m	
Do Activity book exercises.	Pps individually do all exercises in A.B. then check with partners	1 Class					

(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) used in this lesson.

Prepared by : School princible ..... Date ..... Signature .....  
Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson eight: Culture

Previous learning: \_\_\_\_ - \_\_\_\_

Vertical Integration: \_\_\_\_ - \_\_\_\_

Horizontal Integration: \_\_\_\_ - \_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn about communicating without words	Pp's Book	- Direct Instruction: Qs answers	-Performance - based assessment: Performance Speech.	- Check list	Starting the lesson; Tch writes words on board with vowels missing and asks pps to complete them: <i>calm, confused ...</i>	4m
2	Revise vocabulary	Activity Book	Work with the book			Tch explains they'll talk about communicating without words.	2m
3	Revise grammar		Direct reading activities			Pps discuss before you read for ex1 & answer in pairs. Tch encourages class interaction.	6m
4	Get the gist of short factual school texts.	Mobile phone & Speaker		-	-	Pps listen & read for ex2. Tch checks comprehension with qs	9m
5	Scan a text for specific info.			Observation: Random observation	Rating scale	Pps work for activity book's ex1 individually then in pairs	7m
6	Express their opinions on familiar topics	White Board	- Groupwork : Discussion Group work			Pps work on A.B. ex2 T/F individually then correct the false ones and finally listen and complete for ex3. Tch checks both.	9m
7	Create a poster to advertise an event or product		Pair work			After discussing ex4, Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	7m
						Finishing: Writes <i>The most interesting thing in this lesson for me is</i>	1

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
 Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson nine: English in action

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work	- Performance based assessment: Performance Speech Role playing	-Check list    - Rating scale	Starting the lesson; Tch asks about giving & listening to opinions	2m
	Learn to give opinion.					Tch introduces they'll learn to give their opinion.	3m
	Practise intonation in questions and statements.					Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	7m
	Understand the main points of a short dialogue.					Tch reads out the sentences in <i>Say it! box</i> and have pps repeat as a class then answer ex2 in pairs.	8m
	Act out a short dialogue or role play.					Pps discuss their opinions for ex3 in pairs and Tch monitors.	8m
5	Understand how people are feeling					Tch plays the audio once then a 2 <sup>nd</sup> time pausing after each line and have pps repeat then a 3 <sup>rd</sup> time. Pps answer ex4	5m
						Pps work on A.B. ex1 (read, answer, listen), ex2 (write & act a dialogue), ex3 (listen & complete then repeat) individually then check with partners. Tch monitors	10m
						Finishing the lesson: Tch uses thought-provoking questions to asks pps <i>Do people give opinions like this in your country/language?</i>	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson ten: Literacy: interviews

Previous learning: vocabs of unit7

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction:	- Performance	-Check list	Starting the lesson: Pps work alone and write down as many adjectives for feelings from Unit 7 as they can remember.	2m
	Read and understand a reading text.	Activity Book	Qs answers Work with the book	- based assessment: Performance Speech		Tch explains in this lesson they'll read an interview, then draws pps attention to particular words: <i>interview, relationship, ...</i> And their meanings.	5m
2	Scan a simple text to find specific info.	Mobile phone & Speaker	Direct reading activities			Pps look at text & answer ex1 (before you read).	5m
3	Identify the key characteristics and structure of a limited range of factual text types	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rating scale	Pps listen and read then Tch checks pps understanding through comprehension. qs.	10m
						Pps work individually to read & answer T/F for ex3. Tch checks.	7m
4	Give brief reasons for their opinions on familiar topics					Pps do ex4 in pairs about friends giving reasons. Tch helps	8m
						Pps work on A.B. ex1,2,3 individually then offer answers.	5m
						Finishing the lesson: Tch uses thought-provoking qs to ask pps <i>Did you find the interview interesting? Would you like to read Abbas's book? Why?</i>	3m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
 Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **7 Let's talk.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons eleven and twelve: Writing

Previous learning: unit 7

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Write an interview	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment: Performance Speech	-Check list	Starting the lesson Tch writes <i>Social media</i> on the board & pps say what is most important for them when using social media to communicate with their friends	2m
2	Revise vocabulary	Activity Book	Work with the book	Direct reading activities		Tch explains pps will write an interview.	2m
3	Revise grammar	White Board				Pps read the interview and answer. Ex1	7m
4	Skim straightforward, extended texts with a clear structure to get a general idea of the content				- Rating scale	Tch checks comprehension with qs.	7m
5	Identify the key characteristics and structure of a limited range of factual text types		-Groupwork: Discussion		- Observation: Random observation	Pps work individually to read the <i>How to write... box</i> then circle the correct options about the interview. Tch checks.	10m
6	Create a poster to advertise an event or product					Tch reads the <i>Writing tip</i> to pps then monitors and helps pps with ideas to write individually their interview about how people use social media. Pps evaluate their own work and double check their spelling & punctuation.	5m
						Finishing the lesson: Pps write down what they achieved in their learning diary. <i>Today I wrote an interview about ...</i>	9m
						Pps do all exercises in A.B. individually then check with partners and Tch cheks all in the end.	3m
							1 Class

(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) used in this lesson.

Prepared by : School princible ..... Date ..... Signature .....  
Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson one: World of Wonder! Magazine

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: science

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn and use words for inventions	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment:	- Check list	Starting the lesson; Tch asks <i>What inventions do you know in English</i>	2m
2	Infer unstated info in simple stories or descriptive texts if guided.	Activity Book	Work with the book	Performance Speech		Explains to pps they'll learn to talk about inventions.	1m
3	Give brief reasons for their opinions on familiar topics	Mobile phone & Speaker	Direct reading activities			Tch reads the introduction and explains the qs then Pps answer and discuss in pairs.	6m
4	Repeat phrases and short sentences.				- Rating scale	Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	7m
5	Ask a range of questions in guessing games to find the answer	White Board	- Groupwork : Discussion Group work Pair work	- Observation: Random observation		Pps listen and read then answer ex3. Tch checks. Pps work in paired to answer ex4. Tch checks.	5m 5m
						Pps work for ex5 in pairs and Tch walks around, monitors and asks different pps to offer answers.	8m
						Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson: Tch asks " <i>Are any of these words similar in your language? Does that make them easier or more difficult to learn?</i> "	1m

(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) used in this lesson.

Prepared by: School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson two: Team Talk

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book Mobile phone & Speaker White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance based assessment: Performance Speech Role playing.	-Check list  - Rating scale	Starting the lesson; Pps say their favourite invention from Lesson 1 using the Lollipop stick technique	2m
	Listen and read a dialogue in a Science Museum					Tch explains that in this lesson pps will read about inventions the team see at a Science Museum..	4m
	Understand the main points of short simple dialogues related to everyday situations.					Pps listen and skim the dialogue to answer ex1.	6m
	Scan a simple text to find specific information.					Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers. Tch presents extra questions for pps to answer.	9m
	Understand some details in extended dialogues on familiar everyday topics					Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	8m
	Act out a short dialogue or role play					Pps ask & answer for ex4 in pairs. Tch supervises.	6m
6	Give brief reasons for their opinions on familiar topics.			Lollipop stick technique		Pps work on A.B. ex1,2,3 individually then compare & check with partners	8m
						Finishing the lesson: Tch asks pps to close their books. Says some true and false statements from the dialogue for pps to respond	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....  
Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons three **and** four: Grammar

Previous learning: \_\_\_\_\_

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn relative pronouns	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment: Performance Speech	-Check list	Starting the lesson; Tch asks <i>What did you learn about inventors in Lesson2</i>  Tch writes <i>Thomas Edison invented the light bulb. / is the man who.</i> Tells pps to think and insert the phrase in the sentence. Tells pps that <i>who</i> is a relative pronoun and we use it to add more information to a sentence.	2m 5m
2	Use relative pronouns.	Activity Book	Work with the book	Direct reading activities		Pps refer to previous lesson & answer ex1 qs in pairs.	6m
3	Understand a listening task.	Mobile phone & Speaker			- Rating scale	Pps read and try to circle to complete the rule for ex2 then do ex3 individually referring to page 44 and Tch checks	10m
4	Understand some details in extended dialogues on familiar everyday topics	White Board	-Groupwork: Discussion Group work Pair work	Observation: Random observation		Pps work in pairs for ex4 and switch turns with partners.	10m
5	Ask a range of questions in guessing games to find the answer					Pps listen for ex5 then listen to audio and work out the qs in ex6 in pairs. Tch checks.	10m
6	Create simple language puzzles for classmates to solve			Lollipop stick technique		Finishing the lesson: Tch asks pps ask pupils to say a sentence about themselves using the relative pronoun <i>who</i> .  Pps work in pairs and groups for the A.B. lesson's exercises	2m 1 Class

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....



**Semester Plan No ( 2 )**

**Lesson Plan**

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson five: Book Club

Previous learning: zero & 1<sup>st</sup> conditionals

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand a reading text	Pp's Book	- Direct Instruction: Qs answers	-Performance-based assessment:	-Check list	Starting the lesson; Tch asks pps to name any illnesses they know in English "cough, cold". <i>What should you do when you are ill?</i>	3m
2	Introduce imaginary situations	Activity Book	Work with the book	Performance		Tch writes <i>Medicine on the board</i> . Asks <i>Why do people take medicine?</i>	4m
3	Talk about matters of personal information and interest in some detail	Mobile phone & Speaker	Direct reading activities	Speech		Pps work in pairs to complete the activity to answer ex1.	6m
4	Understand some details in extended dialogues on a range of non-technical topics.	White Board	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rating scale	Pps listen and read then raise their hands to offer answers for ex2. Tch checks comprehension with qs	10m
						Pps work for activity book's ex1,2,3 individually then check answers with partners. Tch checks.	10m
						Pps work in groups to discuss for ex4. Tch supervises	10m
						Finishing the lesson: Summative question technique 'Today I have learnt ...' pps complete.	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons six **and** seven: Vocabulary and Grammar

Previous learning: reported speech

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers Work with the book	-Performance - based assessment: Performance Speech	-Check list	Starting the lesson; Tch asks <i>What can you remember about Mariam from the story?</i>	2m
	Use words for health and medicine					Tch pre-teaches the new words. (note: Follow Tch's Book's Presentation)	7m
2	Use reported embedded questions	Activity Book	Direct reading activities	-Observation: Random observation	- Rating scale	Pps look at pictures, listen to audio & answer ex1.	5m
3	Scan a simple text to find specific information	Mobile phone & Speaker				Pps work in pairs to find the phrases on ex2 referring to page 46. Pps answer ex3 in reference to the same page. Tch checks answers	8m 5m
4	Understand some details in extended dialogues on familiar everyday topics	White Board	-Groupwork: Discussion Group work Pair work	Lollipop stick technique		Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	6m
5	Repeat phrases and short sentences					Pps listen to audio and answer the qs for ex5. Then in pairs work for ex6. Tch monitors for both.	10m
6	Act out a short dialogue or role play					Finishing the lesson: Tch uses the Summative qs technique, asks <i>Can you tell me if it is easy to use embedded questions?</i>	2m
7	Do Activity book exercises.					Pps individually do all exercises in A.B. then check with partners	1 Class

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

**Page No ( 1 )**

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson eight: Culture

Previous learning: \_\_\_\_ - \_\_\_\_

Vertical Integration: \_\_\_\_ - \_\_\_\_

Horizontal Integration: \_\_\_\_ - \_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn about young inventors	Pp's Book	- Direct Instruction: Qs answers	-Performance based assessment: Performance Speech.	- Check list	Starting the lesson; Tch writes words on the board with the first letter missing and ask pps to complete and say them.	4m
2	Revise vocabulary	Activity Book	Work with the book	Direct reading activities		Tch explains they'll talk about young inventors	2m
3	Revise grammar					Pps discuss in pairs before you read for ex1. Tch checks.	6m
4	Get the gist of short factual school texts.	Mobile phone & Speaker				Pps listen & read for ex2. Tch checks understanding with qs	10m
5	Scan a text for specific info.					Pps work for activity book's ex1 individually then in pairs then work on A.B. ex2 individually then listen and complete for ex3. Tch checks all.	14m
6	Give brief reasons for their opinions on familiar topics	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rating scale	Pps discuss in pairs about inventions for ex4. Tch supervises.	2m
7	Write a short, simple biography of a famous person with basic paragraph structure					Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	7m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

**Semester Plan No ( 2 )**

**Lesson Plan**

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson nine: English in action

Previous learning: - \_\_\_\_\_

Vertical Integration: - \_\_\_\_\_

Horizontal Integration: - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Learn to talk about how sure they are	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment:	-Check list	Starting the lesson; Tch writes <i>Famous inventors</i> on the board. Asks <i>Who is your favourite inventor in this unit so far?</i>  Tch explains they'll learn to talk about how sure they are..	2m 3m
	2	Activity Book	Work with the book	Performance Speech		Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	7m
3	Practise stress in sentences with relative pronouns	Mobile phone & Speaker	Direct reading activities	Role playing	- Rating scale	Tch reads out the sentences in <i>Say it! box</i> and have pps repeat as a class then answer ex2 in pairs. Then read out the dialogues in pairs and Tch monitors.	8m
	3	White Board	-Groupwork: Discussion	- Observation: Random observation		Pps in pairs discuss agreement for ex3 and Tch helps.	6m
4	Give their opinions on general topics		Group work			Tch plays the audio once then a 2 <sup>nd</sup> time pausing after each line and have pps repeat then a 3 <sup>rd</sup> time. Pps answer the qs.	7m
5	Understand some details in extended dialogues		Pair work			Pps work on A.B. ex1(read, complete, listen), ex2 (write & act a dialogue), ex3 (listen & complete) individually then check with partners. Tch monitors	10m
						Finishing the lesson: Tch uses Summative qs technique, asks <i>Which phrase would you use to say you are sure? How about for saying you are not sure?</i>	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lesson ten: Literacy: letters

Previous learning: - \_\_\_\_\_

Vertical Integration: - \_\_\_\_\_

Horizontal Integration: - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance based assessment: Performance Speech	-Check list	Starting the lesson: Tch writes <i>1953</i> on the board. Asks pps <i>What was different about school in 1953?</i>	3m
	Read and understand a reading text.	Activity Book				Tch draws pps attention to these words: <i>time capsule, item, generation, list, row</i> and <i>blackboard</i> . Write them on board and explains meanings	7m
2	Skim straightforward, extended texts with a clear structure to get a general idea of the content	Mobile phone & Speaker	-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rating scale	Pps read the article quickly to answer ex1 (before you read).	5m
	3	Talk about matters of personal info and interest in some detail				White Board	Pps listen and read twice then answer the comprehension questions in ex3 in pairs. Tch checks and helps.
						Pps do ex4 in pairs about <i>Marion's life</i> giving examples. Tch monitors.	8m
						Pps work on A.B. ex1,2,3 individually then offer answers.	10m
						Finishing the lesson: Tch uses thought-provoking qs to ask <i>Did you find the article interesting? Would you like to make/find a time capsule?</i>	2m

(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) used in this lesson.

Prepared by : School principle ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....

Class / level: 7th grade

Unit title: **8 Inventions.**

Number of classes: \_\_\_\_\_

date: from .....to .....

Lessons eleven and twelve: Writing

Previous learning: unit 8

Vertical Integration: \_\_\_\_\_ - \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_ - \_\_\_\_\_

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	Pp's Book Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion	-Performance - based assessment: Performance Speech  -Observation: Random observation	-Check list    - Rating scale	Starting the lesson pps work alone and write down as many new phrases from Unit 8 as they can remember	2m
	Write a letter.					Tch explains pps will write a letter.	2m
	Revise vocabulary					Pps read the letter and answer the qs in Ex1	7m
	Revise grammar					Tch checks comprehension with qs.	7m
	Identify the key characteristics and structure of a limited range of factual text types, e.g. articles, instructions					Pps work individually to read the <i>How to write... box</i> then answer the related question. Tch checks.	10m
5	Write short, simple personal emails/letters about familiar topics, given prompts or a model					Tch reads the <i>Writing tip</i> to pps then monitors pps for writing individually a letter to a future pupil for a time capsule	9m
						Pps evaluate their own work and double check their spelling and punctuation.	5m
						Finishing the lesson: Pps write down what they achieved in their learning diary. <i>Today I wrote a letter about ...</i>	3m
						Pps do all exercises in A.B. individually then check with partners and Tch cheks all in the end.	1 Class

(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) used in this lesson.

Prepared by : School princible ..... Date ..... Signature .....

Supervisor ..... Date ..... Signature .....