

Semester Plan No (2)

Class / level: 7th grade

Number of classes: _____

Previous learning: semester 1**Lesson Plan**

date: fromto

Vertical Integration: semester 1**Page No (1)**Unit title: **Let's get started!**

Lesson one: World of Wonder! Magazine

Horizontal Integration: ____-

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

Semester Plan No (2)

Class / level: 7th grade

Number of classes: _____

Previous learning: semester 1**Lesson Plan**

date: fromto

Vertical Integration: semester 1**Page No (1)**Unit title: **Let's get started!**

Lesson two: Team Talk

Horizontal Integration: ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Revise vocabulary and grammar presented in semester one	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 simple qs about semester's 1 topics & pps answer using yes / no answers	3m
2	Introduce the second semester's topics.	Activity Book				Explaining pps. will read about WOW! Team and their topics for semester 2.	1m
		Mobile phone & Speaker				Pps describe the children in pictures, listen to audio & read	6m
		White Board				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 principle

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: fromto

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?	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 extreme sports.	1m
3	List advantages of a course of action in some detail using fixed expressions.	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.	White Board	- Groupwork : Discussion	- Observation: Random observation	- Rating scale	Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	7m
5	Talk about everyday activities using simple language.		Group work			Pps listen and read then answer ex3. Tch checks.	4m
6	Talk about past events or experiences using simple language		Pair work			Pps work individually then compare for ex4. Tch checks.	4m
						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 1 st 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

*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: **5 Adventure sports.**

Number of classes: _____

date: fromto

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	-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	
		Mobile phone & Speaker				Pps listen and skim the dialogue to answer ex1.	6m	
3	Scan a simple text to find specific information.	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
4	Act out a short dialogue or role play							
5	Express opinions on familiar topics .							
				-Observation: Random observation		Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m	
				Lollipop stick technique		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:

*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: **5 Adventure sports.**

Number of classes: _____

date: fromto

Lessons three **and** four: GrammarPrevious learning: pronouns

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5	Students are supposed to:						
	Learn reflexive pronouns	Pp’s Book	- Direct Instruction: Qs answers	-Performance-based assessment: Performance Speech	-Check list	Starting the lesson; Tch asks qs about previous lesson.	2m
	Use reflexive pronouns.	Activity Book	Work with the book			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
	Understand a listening task.		Direct reading activities			Pps refer to previous lesson & answer ex1 qs in pairs.	6m
	Understand the main points of a dialogue related to everyday situations.	Mobile phone & Speaker				Pps read and try to circle to complete the rule for ex2 then do ex3individually and Tch checks	10m
				-Observation: Random observation	- Rating scale	Pps work in pairs for ex4 and take turns to say the sentences.	8m
	Talk about past events or experiences, using simple language.	White Board	-Groupwork: Discussion Group work Pair work			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	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.

Prepared by :

School principle

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: fromto

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 Work with the book Direct reading activities	-Performance-based assessment: Performance Speech Role playing.	-Check list	Starting the lesson; Tch asks <i>Do you like adventure stories. What adventure stories have you read?</i>	3m
2	Introduce geography words	Activity Book				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
3	Identify specific information in a simple story.	Mobile phone & Speaker				Pps look at the pictures and work in pairs to complete the activity to answer ex1.	6m
4	Act out a short dialogue or role play given prompts.	White Board				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 ex1,2,3,4 individually then check answers with partners. Tch checks.	10m
						Pps work in groups to act out a role play. 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****Page No (1)**

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: _____

date: fromto

Lessons six **and** seven: Vocabulary and GrammarPrevious learning: present perfectVertical Integration: 6th grade

Horizontal Integration: ____ -

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

Class / level: 7th grade

Number of classes: _____

Previous learning: ____ - ____

Lesson Plan

date: fromto

Vertical Integration: ____ - ____

Page No (1)Unit title: **5 Adventure sports.**

Lesson eight: Culture

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:	- 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	Performance Speech.		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	-	- Observation: Random observation	- Rating scale	Pps listen & read for ex2. Tch checks comprehension with qs	10m
5	Scan a text for specific info.		- Groupwork : Discussion			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.		Group work Pair work			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

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

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: _____

date: fromto

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: Say what they prefer	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment:	-Check list	Starting the lesson; Tch asks pps about holiday activities	2m
2	Practise sentence stress of 'd' in the contracted form of the past perfect.	Activity Book	Work with the book	Performance Speech		Tch introduces they'll learn to ask and say what they prefer.	3m
3	Understand the main points of a short dialogue.	Mobile phone & Speaker	Direct reading activities	Role playing		Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	7m
4	Act out a short dialogue.	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- 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.	8m
						Pps act out the dialogues in pairs and Tch monitors.	8m
						Tch plays the audio once then a 2 nd time pausing after each line and have pps repeat then a 3 rd time. Pps answer the qs.	5m
						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	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

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

Class / level: 7th grade

Unit title: **5 Adventure sports.**

Number of classes: _____

date: fromto

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: Read and understand a reading text.	Pp's Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	- 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
2	Connect the information in a text with the information given in charts, graphs or diagrams.	Activity 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
3	Give simple reasons to explain preferences.	Mobile phone & Speaker		- Observation: Random observation		Pps look at pictures & read the first paragraph to answer for ex1 (before you read).	5m
		White Board	-Groupwork: Discussion Group work Pair work			Pps listen and read then Tch checks pps understanding through comprehension. qs.	10m
						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

Semester Plan No (2)

Class / level: 7th grade

Number of classes: _____

Previous learning: unit 5**Lesson Plan**

date: fromto

Vertical Integration: _____ - _____

Page No (1)Unit title: **5 Adventure sports.**Lessons eleven **and** twelve: Writing

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Students are supposed to: Write a brochure Revise vocabulary Revise grammar Find specific information about typical free time activities for young people in simple illustrated information leaflets. Find specific information in extended informational texts using text features Write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures	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 write as many new vocabs from unit 5 as they can remember. Tch explains pps will write a brochure. Pps read the text and tick the correct answer. Ex1 Tch checks comprehension with qs. Pps work individually to read the <i>How to write... box</i> then circle the correct options about the brochure. Tch checks. 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. Finishing the lesson: Pps write down what they achieved in their learning diary. Pps do all exercises in A.B. individually then check with partners and Tch cheks all in the end.	2m 2m 7m 7m 10m 9m 5m 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

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

Class / level: 7th grade

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

Number of classes: _____

date: fromto

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: Learn and use words and phrases for shopping	Pp's Book	- Direct Instruction: Qs answers	- Performance based assessment:	- Check list	Starting the lesson; Tch asks pps What shops do you like?	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 shopping.	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.	White Board	- Groupwork : Discussion	- Observation: Random observation	- Rating scale	Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.	7m
5	Talk about matters of personal information and interest in some detail.		Group work Pair work			Pps listen and read then answer ex3. Tch checks. Pps work in paird to answer ex4. Tch checks.	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 "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 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: fromto

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: Listen and read a dialogue about shopping.	Pp's Book	- Direct Instruction: Qs answers	- Performance	-Check list	Starting the lesson; Tch revises the shopping words using the Lollipop stick technique	2m
2	Understand the main points of short simple dialogues related to everyday situations.	Activity Book	Work with the book	- based assessment:		Tch explains that in this lesson pps will read about shopping.	4m
3	Scan a simple text to find specific information.	Mobile phone & Speaker	Direct reading activities	Performance Speech Role playing.		Pps listen and skim the dialogue to answer ex1.	6m
4	Understand some details in extended dialogues on familiar everyday topics	White Board	-Groupwork: Discussion Group work Pair work	- Observation: Random observation	- 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.	9m
5	Act out a short dialogue or role play					Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	8m
6	Give brief reasons for their opinions on familiar topics.			Lollipop stick technique		Pps ask & answer for ex4 in pairs. Tch supervises. Pps work on A.B. ex1,2,3 individually then compare & check with partners	6m
						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.	8m
							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****Page No (1)**

Class / level: 7th grade

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

Number of classes: _____

date: fromto

Lessons three **and** four: GrammarPrevious learning: v.1 & future simpleVertical Integration: 5th & 6th Grades

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5	Students are supposed to:	Pp’s Book	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance	-Check list	Starting the lesson; Tch asks <i>What do you buy online/in the shops?</i>	2m
	Learn zero and first conditional	Activity Book		- based assessment: Performance Speech		Tch writes an example of zero conditional & asks pps to read then he says it’s zero con. Then repeats the same for 1 st conditional then asks for the difference between the two (<i>will</i>).	4m
	Use zero and first conditional.	Mobile phone & Speaker		- Rating scale		Pps refer to previous lesson & answer ex1 qs in pairs.	6m
	Understand a listening task.	White Board		- Observation: Random observation		Pps read and try to circle to complete the rule for ex2 then do ex3individually and Tch checks	10m
	Understand the details of extended conversations on familiar topics		-Groupwork: Discussion Group work Pair work		Pps work in pairs for ex4 and swap answers with partners and compare	8m	
					Pps listen for ex5 then listen to audio and work out the qs in ex6 in pairs. Tch checks.	10m	
	Talk about matters of personal information and interest in some detail			Lollipop stick technique	Pps talk about the suggested topics using for ex7	3m	
					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****Page No (1)**

Class / level: 7th grade

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

Number of classes: _____

date: fromto

Lesson five: Book Club

Previous learning: zero & 1st 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 Work with the book Direct reading activities	-Performance-based assessment: Performance Speech Role playing.	-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
2	Introduce imaginary situations	Activity Book				Tch writes <i>Poem</i> on the board and asks: <i>What do you know/ think about poems?</i>	4m
3	Talk about matters of personal information and interest in some detail	Mobile phone & Speaker				Pps look at the pictures and 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 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****Page No (1)**

Class / level: 7th grade

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

Number of classes: _____

date: fromto

Lessons six **and** seven: Vocabulary and GrammarPrevious learning: zero & 1st 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	Activity Book				Tch teaches the new words. (note: Follow Tch’s Book’s Presentation)	7m
2	Use the second conditional	Mobile phone & Speaker	-Groupwork: Discussion Group work Pair work	-Observation: Random observation	- Rating scale	Pps look at pictures, listen to audio & answer ex1.	5m
3	Scan a simple text to find specific information	White Board				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					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.	10m
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)

Class / level: 7th grade

Number of classes: _____

Previous learning: ____ - ____

Lesson Plan

date: fromto

Vertical Integration: ____ - ____

Page No (1)Unit title: **6 Spend or save.**

Lesson eight: Culture

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	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.	- Check list	Starting the lesson; Tch asks pps to write as many shopping words from lesson 1 as they can remember.	2m
2	Revise vocabulary	Activity Book				Tch explains they'll talk about interesting markets around the world.	4m
3	Revise grammar	Mobile phone & Speaker				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		- 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).	8m
6	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****Page No (1)**

Class / level: 7th grade

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

Number of classes: _____

date: fromto

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 make a complaint	Pp's Book	- Direct Instruction: Qs answers	- Performance	-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
2	Practise intonation in questions and statements	Activity Book	Work with the book	- based assessment:		Tch explains they'll learn to make a complaint.	3m
3	Understand the main points of a short dialogue.	Mobile phone & Speaker	Direct reading activities	Performance Speech		Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	7m
4	Act out a short dialogue or role play	White Board	-Groupwork: Discussion	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.	8m
5	Identify the context in which an everyday conversation is taking place		Group work Pair work	- Observation: Random observation		Pps act out the dialogues in pairs and Tch monitors.	8m
						Tch plays the audio once then a 2 nd time pausing after each line and have pps repeat then a 3 rd 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

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

Class / level: 7th grade

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

Number of classes: _____

date: fromto

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: Read and understand a reading text.	Pp's Book	- Direct Instruction: Qs answers	- 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
2	Find specific info in extended informational texts using text features such as headings and captions	Activity Book	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
3	Give brief reasons for their opinions on familiar topics.	Mobile phone & Speaker	Direct reading activities		- Rating scale	Pps read the subjects of the emails to answer ex1 (before you read).	5m
		White Board	-Groupwork: Discussion	- Observation: Random observation		Pps listen and read then answer the comprehension questions in ex3 (after you read) in pairs. Tch checks and helps.	10m
			Group work			Pps do ex4 in pairs about shopping giving reasons. Tch monitors.	8m
			Pair work			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

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

Class / level: 7th grade

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

Number of classes: _____

date: fromto

Lessons eleven **and** twelve: WritingPrevious learning: unit 6

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

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