

Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: A new you

Number of classes: 1

date: fromto ...

Lesson one: LESSON 1A VOCABULARY AND GRAMMAR (SB)

Previous learning: semester 1

Vertical Integration: semester 1

Horizontal Integration: ___ -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	*Students will be able to :- distinguish between the Present Continuous and "going to" to talk about future arrangements and intentions.	Student's Book (SB): Pages 4-5 Teacher's Book (TB): Page 112 (Culture Notes)	Integrated Teaching: Combining vocabulary and grammar in a meaningful context. Task-Based Learning: Exercises, pair work, and collaborative discussions. Metacognitive Strategies: Reflection through self-assessment.	Observation Monitoring pair discussions and individual exercises. Evaluating students' ability to form accurate sentences in speaking and writing tasks.	Check list Rating scale	Teacher: Facilitates a discussion on ways to improve appearance, encouraging students to express their thoughts. Students: Engage in a pair discussion, sharing ideas, then contribute to the class discussion. Teacher: Introduces vocabulary related to "appearance" and "personality," and provides an explanation of the use of "going to" and Present Continuous. Plays an audio recording and guides students through comprehension questions. Students: Listen, participate in discussions, read the text, and answer comprehension questions based on the audio and text. Teacher: Provides a matching exercise, supports peer-checking, and steers a class discussion on the answers. Students: Complete the matching exercise individually, check answers with peers, and share insights during the class discussion. Teacher: Supports students in identifying target tense examples from the text and monitors pair work. Students: Identify examples of the target tenses in the text, and work in pairs to ask and answer questions using Hala's diary. Teacher: Encourages reflection on the learning process and prompts sharing of any challenges or insights. Students: Reflect on progress, considering the Can-Do statement, and share thoughts with peers	5 ms 15 ms 10 ms 10 ms 5 ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				written diary exercise (homework) using Present Continuous and "going to."

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used i

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Semester Plan No (2)



Lesson Plan

Class / level: 9th grade

Unit title: one

Number of classes: 2

date: fromto Lesson two: LESSON 1B VOCABULARY AND GRAMMAR (WB)

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:	Student Book (SB) Workbook (WB)	Interactive Learning: Peer discussions and group activities to apply grammar in context. Task-Based: Students work through tasks to reinforce language use.	Monitor participation, accuracy in exercises, and peer interaction. Review of written and spoken exercises at the end.	-Check list - Rating scale	Start by discussing evening plans using "going to," where students respond and share their plans.	10ms
	Use "going to" and Present Continuous for future plans and intentions.					Have students reorder sentences to form questions and answers, then compare with peers.	15ms
	Apply grammatical structures in conversations and written tasks.					Ask students to identify whether sentences are future intentions (FI) or arrangements (A).	15ms
						Guide students to complete sentences using the correct verb forms.	10ms
						Students complete a conversation with the correct answers, checking with a partner.	15ms
						Have students choose the correct form of "going to" or Present Continuous to complete sentences.	10ms
Guide students in completing a conversation using the correct future tenses in pairs.	10ms						
For the wrap-up, ask students to write intentions for a classmate to improve fitness and share their ideas.	5ms						

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a conversation about someone planning to change their appearance, using the correct future tense forms.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Semester Plan No (2)



Lesson Plan

Class / level: 9th grade

Unit title: one

Number of classes: 2

date: fromto

Lesson one: LESSON 2A READING AND VOCABULARY (SB)

Previous learning: ____

Vertical Integration: ____ - ____

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Follow a discussion in which speakers use some phrasal verbs (GSE 68 – B2).	Student Book (SB): Pages 6–7	1. Collaborative Learning 2. Task-Based Approach 3. Scaffolding 4. Contextualization 5. Ongoing Feedback	- Performance - based assessment: Performance Speech - Observation: Random observation	- Check list - Rating scale	Warm-Up: Students discuss in pairs whether they would start difficult homework immediately or leave it until the last minute. Each student shares one thing they discussed with the class. *Students examine a photo and discuss related questions, making sure they understand the concept of "wasting time." They skim the text to get the gist and then discuss the meaning of the word "procrastinator." *Students work in pairs to understand the meanings of words in the text and use them in full sentences if they finish early. They then identify phrasal verbs in the text and check answers with the class. *Students review their sentences and share whether they are true for them. In groups, they rank tips and justify their choices. The class votes on the final order of the tips. *Students reflect on the lesson using the "Can-do statement," considering what was new, easy, or challenging for them.	10ms
2	Begin to use a repertoire of common phrasal verbs in routine situations (GSE 41 – B1). Phrasal verbs: be about to, carry on, check out, clear up, find out, get on, give up, go back, look for, put off.	Workbook (WB): Pages 6–7 Word List: Page 64 Photocopiable Resource 24					15ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Students write a short message to the author of the blog they read, offering advice on how to be less of a procrastinator.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: one

Number of classes:1

date: fromto

Lesson: LESSON 3A GRAMMAR AND VOCABULARY (SB)

Previous learning: ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Use both "going to" and "will" to make predictions about the future (GSE 66 - B2).	SB: Page 8; Grammar Reference Page 69; Word List Page 64 Online Resources: Photocopiable Resource 25	Communicative Language Teaching	1. Task-based Learning 2. Pair and Group Work 3. Interactive Learning 4. Scaffolding 5. Peer Learning 6. Formative Assessment 7. Questioning Techniques	- Check list - Rating scale	1. Ask students what they understand by an optimist and a pessimist. Encourage them to define both terms and give examples of behaviors that show optimism and pessimism.	5ms
2	Future predictions: I'm going to, It's going to, it will be, you will, you won't		Contextualized Learning			2. Read through the cartoons with the class. Ask students which verb forms (e.g., "Let's," "I'll," "won't," "going to") are used for future predictions in the cartoons. Discuss what is funny about the cartoons. Ask students whether they consider themselves optimists or pessimists, justifying their answers with personal examples.	10ms
3	Optimism and pessimism: optimist, pessimist		Formative Feedback			3. Go through the Grammar box with the class and explain the use of "going to" and "will" for future predictions. Students work in pairs to match the sentences from Exercise 2 with the descriptions. Check answers as a class.	10ms
			Task-Based Learning			4. Ask students to work individually to complete the conversations in Exercise 3. Afterward, they compare their answers in pairs and practice reading the conversations. Ask for volunteer pairs to model the conversations in front of the class.	
			Personalization			5. Put students into pairs or small groups. Have them talk about their future plans using "going to" and "will." Afterward, each student reports back on something they learned about a group member.6. Ask students if they think it is possible to change their character. Can an optimist become a pessimist, and vice versa? Encourage students to justify their opinions.	5ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Ask students to find and bring some memes, anecdotes, or jokes about optimism and pessimism. Start the next lesson with these and encourage a brief class discussion

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: **one**

Number of classes:1

date: fromto Lessons :-LESSON 4A LISTENING AND VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Objectives: Express an inference or assumption about a person's mood or emotional state (GSE 60 - B2).	SB: Page 9; Word List Page 64; Communication Page 75	1. Task-based Learning 2. Collaborative Learning 3. Listening Comprehension	1. Listening Comprehension Check 2. Peer Feedback	- Checklist	1. Have students share memes or jokes about optimism/pessimism. Ask if they know "glass half full." 2. Discuss the image and glass of water, then check page 75. 3. Explain statements, listen, and check answers together.	5ms
	10ms						
2	Understand jokes (GSE 59-66 - B2). Describing feelings: adore, can't stand, don't care, feel excited about, feel like, feel positive, hate, looking forward to.	Online resources: Photocopiable Resource 26	4. Inference Making 5. Discussion and Debate 6. Peer Interaction	3. Class Discussion Participation 4. Answer Review for Exercises 5. Reflection on Can-Do Statements	- Rating scale	4. Discuss if students agree with the speaker's opinion. 5. Listen, write down, and check answers. Ask if they find the joke funny.	5ms
						6. Clarify phrases and have students change untrue sentences about their partner.	5ms
						7. In pairs, decide if sentences in Exercise 5 are true and share with the class.	5ms
						8. Use the situations to predict answers and identify optimists, pessimists, or realists.	5ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				ask students to find more sayings or collocations related to being optimistic or pessimistic. They can discuss them in groups at the beginning of the next lesson.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: **.one**

Number of classes: 1

date: fromto

Lesson LESSON 4B VOCABULARY (SB +WB)

Previous learning: _____ - _____

Vertical Integration: _____ - _____

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	1. Students will be able to identify weather-related vocabulary and describe how weather affects moods.	1. Student's Book (SB) - page 9 2. Workbook (WB) - page 7 and page 8 3. Audio recordings for pronunciation practice 4. Photocopiable Resource 27 (optional, for additional practice) 5. Whiteboard/Markers for writing vocabulary and sentences 6. Recording device (for homework activity)	Pair Work	Peer Review	- Check list	Ask students to describe today's weather and how it makes them feel. Class discussion on how weather affects moods. Explain the difference between the "th" sounds (voiced and voiceless). Provide examples and have students repeat the words. Play a listening exercise where students choose answers based on the "th" sound. Discuss answers as a class and clarify any confusion. Have students list words containing "th" and guess their pronunciation. Play the audio and practice pronunciation with exaggeration. Students practice saying sentences aloud, identifying the "th" sounds. Exercise where students place words in the correct category based on pronunciation. Practice the correct pronunciation for each category. Compare two different pronunciations of the word "the" and have students practice. Provide feedback and practice as needed. Review the list of "th" words and practice pronunciation. Address any uncertainties with word pronunciation.	10ms
2	2. Students will recognize the pronunciation differences between the two "th" sounds and pronounce words with these sounds accurately.		Pronunciation Drills	Self-assessment			15ms
3	3. Students will be able to distinguish between adjectives ending in -ing and -ed and form sentences using these adjectives to describe feelings and situations.		Active Listening	Teacher Observation			20ms
4	4. Students will improve their ability to listen for specific details and context to understand general meanings in a recording.		Error Correction	Rating scale			20ms
5	5. Students will be able to describe people and their emotions using vocabulary from the lesson.						10ms
6	6. Students will practice using adjectives related to feelings and emotions in context through speaking and writing activities.						10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Have students record themselves pronouncing words with "th" and review their recordings.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in

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Class / level: 9th grade

Unit title: one



Number of classes: 1

date: fromto

Lessons LESSON 6A SPEAKING (SB)

Previous learning: __

Vertical Integration: __

Horizontal Integration: __

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Express opinions of probability (GSE 67-75 - B2+).	SB: page 11; Word List page 64	1. Activate prior knowledge	1. Activate prior knowledge	- Checklist	1. Warm-Up (5 minutes): Discuss the photos with the class. Ask students to describe what they see and how the characters might feel. Play the listening recording for students. Check understanding of key vocabulary. Discuss the answers as a class. Students work in groups, using phrases to express opinions of probability. Play the recording again for students to check their guesses. Students discuss in pairs or small groups, using probability phrases to predict outcomes. Monitor and provide feedback. Review the lesson's key points. Clarify any misunderstandings.	5ms
			2. Contextualize vocabulary	2. Model language use			10ms
			3. Engage with the material	3. Provide guided practice	5ms		
			4. Peer interaction	4. Monitor and give feedback	- Rating scale		10ms
			5. Independent practice				10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a short dialogue using at least five different phrases to express probability (e.g., definitely, might, probably, maybe). *Review and memorize the vocabulary related to driving tests and expressing probability.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: **One.**

Number of classes: 1

date: fromto

Lesson eight: LESSON 7A WRITING (SB)

Previous learning: -

Vertical Integration: -

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Write an informal invitation: give a title, give a place, date, time and contact details, encourage people to accept it (GSE 43-50 - B1).	<ul style="list-style-type: none"> • SB: pages 12 - 13; Word List page 64 • Graphic Organiser for this unit 	1. Task-based Learning	1. Peer Assessment	- Check list	1. Warm-up (5 minutes): Read Muna's email and discuss it with the class. If students did homework from Lesson 6A, they can share photos and discuss in groups.	5ms
			2. Collaborative Learning	2. Written Task Assessment	- Rating scale	Quickly read the three emails in Exercise 1. Ask gist questions to check comprehension. Discuss the Writing box and review the features of informal invitations.	10ms
			3. Guided Practice	3. Self-assessment		In pairs, students find examples of grammar points from Exercise 2. Discuss the time frame (future) and check answers.	10ms
			4. Peer Feedback			In groups, students discuss their ideas in Exercise 3 and create a mind map on the board.	10ms
			5. Formative Assessment			Exercise 4: Students improve and rewrite an invitation. Ask volunteers to share their rewritten invitations. Exercise 5: Students write their invitation, show it to a partner for feedback, and rewrite it based on the feedback.	10ms
						Students share their invitations with new partners. They can write their replies in class or for homework.	5ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Study and translate the word list for the lesson.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies)

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Class / level: 9th grade

Number of classes: 1

Previous learning: ___ - ___

date: fromto

Vertical Integration: ___ - ___

Unit title:One

Lesson:LIFE SKILLS

Horizontal Integration: ___ - ___

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3	To develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity	SB: pages 14-15	Collaborative Learning	1. Collaborative Learning	-Check list - Rating scale	<i>1. Warm-up (5 minutes): Students work in pairs to discuss statements and vote as a class (Exercise 1). Play the audio and answer questions (Exercise 2). Conduct a class discussion on the statements (Exercise 3). Students match forum entries with headings (Exercise 4). Students complete the Life Skills box using the phrases provided (Exercise 5). Explain the homework task (Exercise 6) and resolve any queries.</i>	5ms
			Critical Thinking	2. Critical Thinking			15ms
			Listening Skills	3. Listening Comprehension			10ms
			Task-Based Approach	4. Task-Based Learning			10ms
			Interactive Participation	5. Active Participation			5ms
			Feedback and Reflection	6. Feedback and Reflection			

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Complete tasks from Exercise 6 over the next three days and prepare a presentation.

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) principle Date Signature

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: .2

Number of classes: 1

date: fromto

Lesson :-A job for life?

Previous learning: -

Vertical Integration: -

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Tell when to use the past simple and when to use the	• SB: pages 16-17; Grammar Reference page 70; Word List page 65 • Online resources: Photocopiable Resource 28 •Assessment: Grammar Quiz Lesson 7	1. Active Learning	- Performance - based assessment:	-Check list	1. Warm-up Students discuss the photo in pairs and make predictions about the situation. Students practice reading the conversation in pairs, check their predictions, and discuss answers as a class.	10ms
2	present perfect (BrE) (GSE 44 - B1).		2. Collaborative Learning	Performance Speech	-	Exercise 1: Students identify the tenses used in the conversation and match sentences with rules. Exercise 2: Go through the Grammar box and check answers to Exercise 1. Students explain why answers are correct.	10ms
3	• Use the present perfect with already, ever, just, never		3. Differentiated Instruction	-	Rating scale	Exercise 3: Students work in pairs to identify affirmative, negative, and interrogative sentences with specific time expressions. Exercise 4: Students complete the conversation in pairs, practicing speaking. Play the recording to check answers.	10ms
4	and yet (GSE 54 - B1+).			-	Observation: Random observation	Exercise 5: Students work individually to complete questions and sentences. Then, students ask and answer questions in pairs, encouraging follow-up questions. Review the Can-do statement, and have students reflect on their learning. Explain the homework task and resolve any questions.	5ms 10ms

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Students write five questions using Present Perfect and Past Simple and exchange them with a classmate at the beginning of the next lesson

Reflection:

*I feel satisfied with

*Challenges that faced me

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Tow

Number of classes: 1

date: fromto Lessons LESSON 1B VOCABULARY AND GRAMMAR (WB)

Previous learning: ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Extract key information from a linguistically complex text, if guided by questions (GSE 70 – B2+).	SB: pages 16-17	1. Task-based learning	1. Direct Instruction	-Check list	1. Warm-Up Ask students questions using the Present Perfect tense (e.g., "Have you ever flown in an aeroplane?"). Encourage student responses and clarify the structure of the Present Perfect.	5ms
2	<ul style="list-style-type: none"> Use the past simple and the present perfect (BrE) (GSE 44 – B1). Use the present perfect with already, ever, just, never and yet (GSE 54 – B1+). 	• WB: pages 12-13	2. Peer learning	2. Peer Teaching	- Rating scale	Exercise 1: Have students rewrite sentences using the Present Perfect tense.	10ms
3			3. Guided discovery	3. Active Learning		Exercise 2: Students rewrite sentences using the correct placement of time expressions.	10ms
4						Exercise 3: Have students write questions and short answers in the Present Perfect tense.	10ms
						Exercise 4: Ask students to write a paragraph about things they've done and haven't done yet.	10ms
						Exercise 7: In pairs, students complete and practice a conversation using the Present Perfect.	10ms
						Exercise 8: In pairs, students complete sentences using the Present Perfect tense.	10ms
						Have students discuss holiday jobs they would like to do and why. Elicit responses from the class.	5ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Ask students to write a conversation similar to the one in Exercise 7 about a summer job.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Tow

Number of classes: 1

date: fromto

Lesson:-LESSON 2A GRAMMAR (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Tell when to use the present simple and when to use	SB: page 18; Grammar Reference page 70 • Online resources: Photocopiable resource 29	1. Collaborative Learning 2. Contextual Presentation 3. Peer Correction	1. Performance-based Assessment 2. Observation 3. Self-assessment	- Check list - Rating scale	<p>1. Warm-up Students work in pairs to discuss different jobs and preferences using pictures as prompts. Introduce the Present Perfect tense with "for" and "since." Students listen to the audio, identify the Present Perfect tense in sentences, and match them with photos. Go through the Grammar box and Watch Out! box with the class. Ask questions to check students' understanding of the usage of "for" and "since." Students complete sentences using "for" and "since" in the Present Perfect. Review answers together. Students write sentences about their own experiences using "for" and "since." Share and discuss in pairs or small groups. Students reflect on what they have learned. Encourage them to share what was easy or challenging during the lesson.</p>	5ms
2	the Present Perfect (GSE 29 - A1).						10ms
3	• Use the Present Perfect with for and since to talk about						5ms
4	a duration of time (GSE 54 - B1+).						10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Ask students to list dangerous jobs and prepare for the next lesson.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Two

Number of classes: 1

date: fromto Lesson: LESSON 2B GRAMMAR (WB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to:	SB: page 18 • WB: page 14	1. Task-based Learning	1. Performance-based Assessment	-Check list	1. Warm-up Ask students questions in the Present Perfect, encouraging them to answer in complete sentences (e.g., "How long have you lived here?"). Exercise 1: Students complete sentences with "for" or "since." Check answers as a class and discuss justifications.	5ms
	2			Use the Present Perfect with for and since to talk about a duration of time (GSE 54 - B1+)			2. Peer Assessment
			3. Controlled Practice	3. Self-assessment		Students work in pairs to ask and answer questions about family members and jobs, using the Present Perfect with "for" and "since."	15ms 10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a short paragraph about family members, using the Present Perfect tense with "for" and "since."

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (2)

Lesson Plan

Unit title: Two

Class / level: 9th grade

Number of classes: 1 __

date: fromto ... Lessons : LESSON 3A LISTENING AND VOCABULARY (SB)

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 radio interview in standard speech (GSE 64 – B2). • Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+). • Practise pronunciation of question tags (GSE 59–66 – B2).	SB: page 19; Word List page 65 • TB: Culture Notes page 112 • Online resources: Photocopiable Resource 30	1. Collaborative Learning 2. Active Listening 3. Vocabulary Building 4. Pronunciation Practice 5. Role-Playing 6. Reflection Activity	1. Observation	- Check list	Start by discussing dangerous jobs. Ask students about jobs they consider dangerous and have them explain why. Elicit reasons why people might choose these jobs (e.g., excitement, salary, helping others). Introduce vocabulary related to dangerous jobs such as "firefighter, truck driver, miner." Write these words on the board and check for student understanding. Explain key concepts like "working conditions" and introduce new vocabulary related to workplace terms such as "career, co-workers, pay." Have students discuss in small groups which of these jobs interest them and why. 1. Exercise 1: Listening comprehension. Play the recording and have students choose the correct answer based on what they hear. 2. Exercise 2: Listen again and compare answers with a partner. Check answers with the class. 3. Exercise 3: Complete the notes based on the next part of the interview. 1. Exercise 4: Practice the pronunciation of question tags and provide examples. 2. Have students create a dialogue with their partner using question tags about dangerous jobs. 3. Exercise 5: Play another part of the interview and have students write down key details and share with their partner. Ask students to imagine they have a dangerous job. Have them answer the questions in the Student's Book and share their answers with their partner. Review the vocabulary and key points learned in the lesson.	10ms
2				2. Classroom Discussions			- Rating scale
3				3. Quizzes and Tests			10ms

(Daily follow-up table)

Day Date	Section	Period	Fulfilled Outcomes	Homework
				Ask students to write a paragraph about a dangerous job using the vocabulary and structures learned in the lesson

Reflection:

*I feel satisfied with

*Challenges that faced me

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No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Understand the main idea of a radio programme and talk about work (GSE 47 – B1). • Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2). • Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2). Identify where the stress falls in compound nouns (GSE 51–58 – B1+).	SB: page 19 • WB: page 15 SB: page 20; Word List page 65 • Online resources: Photocopiable Resource 31	Direct Instruction Group Work Peer Interaction Fluency Practice Task-based Learning Repetition and Review Student-Centered Learning	- Performance-based assessment: Performance Speech Role playing. - Observation: Random observation	- Check list - Rating scale	1. Warm-Up T–S, S–S) Ask: Why do people work? Have a brief class discussion and write the responses on the board.(T–S, S–T) Exercise 1: Check students’ understanding of career prospects and salary. Students work individually to tick the factors that are important to them.Elicit feedback from the class with a voting activity. Pronunciation Focus : (T–S, S–S, S–T).Exercise 2: Draw attention to the list of words and practice pronunciation. Play the recording several times for students to mimic. Discuss other words containing the /z:/ sound. Exercise 3: Students work individually to underline words with the /z:/ sound in the sentences. Pair students to compare answers and check with the class.Exercise 4: In pairs, students practice saying the words aloud and decide which word is the odd one out.Check answers with the class.Fast finishers can create additional sets of odd one out words to swap with another pair. Review the factors from Exercise 1. Ask if students still feel the same way or if their ideas have changed.Encourage them to add any new factors to the list.	5 m s
2						10 m s	
3						10 m s	

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write three sets of words with one odd word out, as in Exercise 4. Swap with a partner and try to guess the odd one out in the next class.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies)

Prepared by : School principle Date Signature

Supervisor Date Signature **Semester Plan No (2)**

Class / level: 9th grade

Unit title: **Two.**

Number of classes: _____

date: fromto

Lessons LESSON 4B VOCABULARY (WB)

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 range of collocations about jobs and workplaces (GSE 51-58 - B1+)	SB: page 20 • WB: page 16	1. Cooperative Learning 2. Active Learning 3. Critical Thinking 4. Project-Based Learning 5. Self-Directed Learning 6. Continuous Assessment	1. Cooperative Learning	-Check list	Warm-Up (5 minutes) 1. Ask general questions about different professions (e.g., "Who works in a school?", "Where does a miner work?"). 2. Write the responses on the board and engage students in a brief discussion. 1. Exercise 1 Students work in pairs to complete the table with professions and industries. Afterward, check the answers with the class. Review key vocabulary (e.g., "operations", "guests"). Students work individually to match jobs with the people and then compare their answers in pairs. Turn this exercise into a race: pairs match job descriptions to job titles. The first pair to finish comes up to the board to write their answers, and you check them with the class. 1. Exercise 4 Go over an example and explain the task. Students individually rewrite the sentences using different expressions, then compare answers in pairs. Students write individually about the type of industry they would like to work in. They swap their work with a partner, check each other's work, and provide feedback. 1. In small groups, have students discuss whether they prefer working alone or in a team and whether they would prefer to work in an office or from home. 2. Elicit ideas from the class and summarize the discussion.	5ms
				2. Think-Pair-Share	- Rating scale		10ms
				3. Project-Based Learning			5ms
							10ms
							10ms
		10ms					

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Ask students to copy the table from Exercise 1 and try to add more industries, jobs, or workplaces to expand their vocabulary.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 9th grade

Unit title: Two

Number of classes: _____

date: fromto

Lesson eight: LESSON 5A SPEAKING (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration:

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Discuss working on your own and as part of a team	SB: page 21; Word List page 65	- Direct Instruction: Qs answers Work with the book Direct reading activities Groupwork: Discussion Group work Pair work	-Performance based assessment: Performance Speech.	- Check list - Rating scale	Warm-Up (T-S, S-S) The teacher asks students when they work on their own and when they work as part of a team. Students share their answers with the class.	5ms
2	(GSE 67-75 - B2+).			-Observation: Random observation		(T-S, S-T) The teacher introduces key vocabulary for describing photos (e.g., "at the bottom", "in the foreground", "it looks like").(T-T, S-T) The teacher explains the Present Perfect and Present Continuous structures, providing examples. Students listen to a recording twice (first for gist, then for details).(S-S, T-S) Students work in pairs to describe photos using the target language. The teacher monitors the activity, providing guidance as needed.(T-S, S-T) The teacher checks answers with the class and discusses any difficulties students faced.(S-S, T-S) Students describe a different set of photos using Present Perfect and Present Continuous.(T-S, S-T) The teacher observes students' use of vocabulary and grammar, offering feedback and corrections if necessary.(T-S, S-T) The teacher facilitates a brief class discussion, asking students to reflect on the vocabulary and grammar structures used during the lesson.	10m
3	• Describe photos using the Present Perfect and Present Continuous (GSE 67-75 - B2+)						15ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				T-S) The teacher assigns homework: students describe a photo using the language structures learned in class.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson. Prepared by :

School

principle

Date

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Supervisor

Date

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QF71-1-49 rev.a



Semester Plan No (2)
No (1)

Lesson Plan

Page

Class / level: 9th grade

Unit title:Two

Number of classes: _____

date: fromto ... Lesson LESSON 6A READING AND VOCABULARY (SB)

Previous learning: __

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Understand facts and opinions in a text about volunteering (GSE 51-58 - B1+).	SB: pages 22-23; Communication page 75 • TB: Culture Notes page 112	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	<p><i>Warm-Up (5 minutes)</i> T-S: Show photo and quote, ask students to describe and discuss in groups. Elicit answers. T-S: Explain how reading titles and first/last paragraphs helps. Students decide if statements are true or false. Check answers. T-S: Clarify key terms (talks, meetings, NGOs). Students read text and answer questions in pairs. Check answers and discuss. 1. T-S: Explain verb collocations. Students work in pairs to complete sentences. Monitor and check answers. 2. T-S: Assign role-play task. Students prepare and perform. Monitor and support. <i>Wrap-Up (5 minutes)</i> S-S: In groups, students pick a research topic and start researching.</p>	5ms
2							10ms
3							10m
4							10m
5							10m

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				T-S: Assign research for presentation in the next class. Contingency Plan T-S: Hold a class discussion on volunteering pros and cons if needed.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 9th grade

Unit title: Two

Number of classes: ___ date: fromto

Lesson LESSON 7A WRITING AND VOCABULARY (SB)

Previous learning: ___ - ___

Vertical Integration: ___ - ___

Horizontal Integration:

No	Specific Outcomes	Material / Restore s	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Students are supposed to: Write a job application email: subject, explanation, experience, personal qualities (GSE 59-66 - B2). • Describe experiences and achievements using the Present Perfect (GSE 59-66 - B2).	SB: pages 24-25; Word List page 65 • Graphic Organizer for this unit	- Direct Instruction: Qs answers Work with the book Direct reading activities - Groupwork: Discussion Group work Pair work	- Performance - based assessment: Performance Speech	- Check list	Warm-Up T-S: Ask students to brainstorm part-time jobs and write their ideas on the board. T-S, S-S, S-T: Show the advert and email on page 24. Have students discuss in pairs if Lubna is a good candidate and elicit answers with justifications. 1. T-S, S-S, S-T: Discuss Exercise 2. Go through the Writing box and analyze Jameel's email. Students identify issues (wrong subject, email address, etc.). Write answers on the board. 2. S-S, S-T: In pairs, students rewrite the email using the ideas from the board and the Writing box. Advise using the Graphic Organiser to structure their emails. 3. T-S, S-S, S-T: Discuss qualities listed in Exercise 4. Check understanding and have students discuss in pairs which qualities are important to them. T-S, S-S, S-T: In pairs, students brainstorm advantages and disadvantages of job qualities. Discuss with the class afterward. S-S, S-T: Students swap their rewritten emails and give feedback on what they liked and areas for improvement.	5m
2				10m			
3				10m			
				- Observation: Random observation	- Rating scale		5m
							5m

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				T-S : Ask students to study and translate the word list for the lesson. Contingency Plan T-S: If needed, students could complete the writing task at home.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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



Lesson Plan

Class / level: 9th grade

Unit title: Far from home

Number of classes: 2_

date: fromto. Lesson LESSON 1A VOCABULARY AND GRAMMAR (SB)

Previous learning: ___

Vertical Integration: ___ - ___

Horizontal Integration: ___ - ___

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5 6	Use language related to holidays and travel(GSE 43–58 – B1–B1+).	SB: pages 30–31; Grammar Reference and Practice page 80; Word List page 74 • Online resources: Grammar Checkpoint Unit 3 Lesson 1 • Assessment: Grammar Quiz Unit 3 Lesson 1	1. Language Modeling 2. Ongoing Feedback 3. Personalization	1. Observation	- Check list - Rating scale	Warm-up	10 ms
	• Describe a travel experience with a few very basic stock phrases (GSE 35 – A2).			2. Questioning		Introduce a question or activity to get students thinking about the topic.	15 ms
	• Answer simple questions about their life and experiences (GSE 35 – A2).			3. Feedback		Students engage in a discussion or activity, sharing personal experiences.	10 ms
	• Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).					Present new vocabulary and grammar, guiding the class through exercises.	15 ms
	• Distinguish between the Past Simple and Past Continuous (GSE 40 – A2+).					Students listen, participate, and discuss the new content in pairs or as a group.	10 ms
	• Use negative forms of the Past Simple (GSE 29 – A1).					Observe students as they work and provide assistance when necessary.	10 ms
• Follow the main points in a simple audio recording aimed at a general audience (GSE 43 – B1).		Students complete activities, collaborating with peers and applying the language concepts.	10 ms				
• Use language related to people who are famous in the media (GSE 30–42 – A2–A2+).		Facilitate the activity, helping students formulate sentences.	10 ms				
• Give an extended description of everyday topics (e.g. people, places, experiences) (GSE 38 – A2+).		Students write or speak, using the learned language in new contexts.	10 ms				
		Guide the class in reviewing the lesson and reflecting on the main points.	10 ms				
		Students reflect on the lesson's content and share any questions or feedback.	10 ms				

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Workbook Exercise 3

Reflection:

*I feel satisfied with

*Challenges that faced me

Prepared by :

School principle

Date

Supervisor

Date

Signature



Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Three

Number of classes: 1__

date: fromto Lesson LESSON 1B VOCABULARY AND GRAMMAR (WB)

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1 2 3 4 5	Distinguish between the Past Simple and Past Continuous (GSE 40 – A2+).	SB: pages 30–31 • WB page 20	1. Timelines for tense visualization 2. Peer feedback 3. Pair work	1. Observation	- Check list	Warm-up Begin by engaging students with a brief review of the previous lesson, asking them to recall key points and share their thoughts in small groups. Throughout the lesson, ask students to perform activities that show their understanding of the Past Simple and Past Continuous. Provide immediate feedback to correct errors. Organize pair or group activities where students practice using the grammar points, offering mutual feedback to reinforce correct usage.	5ms
				2. Self-assessment			10ms
				3. Peer assessment	- Rating scale		10ms
							10ms
							10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write two sentences using Past Simple and Past Continuous. One should show a short action interrupting a longer action.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 9th grade

Unit title: Three.

Number of classes: 1

date: fromto Lesson two: LESSON 2A VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Use language related to travel (GSE 30–42 – A2–A2+).	SB: page 32; Word List page 74	1. Think-Pair-Share	1. Observation	- Check list	. Warm-Up Have students reflect on their last holiday by writing where they went, how they traveled, and what they did. Encourage group discussions to compare holidays, focusing on similarities and differences.	5ms
2	• Express their likes and dislikes in relation to familiar topics using simple language (GSE 31 – A2).	• TB: Culture Notes page 145	2. Jigsaw Reading	2. Oral Feedback	- Rating scale	Invite students to share their findings with the class. Students read through the sentences and identify known vocabulary. Elicit meanings of unknown words and provide definitions.	10ms
3	• Scan a simple text, identifying the main topics (GSE 40 – A2+).	• Online resources: Vocabulary Checkpoint 3	3. Peer Feedback	3. Written Reflection		Ask students to discuss different types of holidays and agree on the best one, then share their answers with the class. Students work in pairs or small groups to read texts, summarize them, and discuss the types of holidays they describe.	10ms
4	• Give a short, basic description of events and activities (GSE 42 – A2+)	• Assessment: Vocabulary Quiz 3				Use a table to categorize vocabulary from the text, focusing on transport, accommodation, and activities. Engage students in an exercise to correct words in sentences based on context. Give students time to think of ideas and work in pairs to ask and answer questions related to holidays. Encourage stronger students to ask additional questions about their partner's holiday. Have students share their answers with the class. Refer students to the "Can-do" statement at the end of the page and ask them to reflect on what they have learned. Encourage students to discuss what was easy, challenging, or new for them in the lesson.	10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write sentences using the vocabulary from the lesson.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies)

iple

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



Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: Three

Number of classes: 2

date: fromto Lessons LESSON 3A SPEAKING AND VOCABULARY (SB)+WB

Previous learning:

Vertical Integration: __

Horizontal Integration: __-

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Express and comment on ideas and suggestions in informal discussions (GSE 56 – B1+).	SB: page 33;	1. Role-Playing	1. Formative Assessment	- Checklist	Begin with a greeting and a short activity. Ask students: "Who can describe a true friend?" or "What qualities do you look for in a good friend?"	10m
2	• Use language related to travel (GSE30-42 – A2-A2+).	Word List page 74	2. Think-Pair-Share	2. Self-Assessment	-	Write their responses on the board to create a list of ideas. Introduce the concept of friendship by reading a short text or presenting a brief story about friends.	10ms
3	• Identify key details in a simple recorded dialogue or narrative (GSE 39 – A2+).	SB: page 33	3. Task-Based Learning	3. Performance-Based Assessment	-	Highlight key differences between a true friend and an acquaintance. Use visual aids (e.g., a chart comparing traits) to reinforce understanding.	10ms
4	• Get information from a tourist office of a straightforward non-specialised nature (GSE 39 – A2+).	• WB: page 22			Rating scale	Divide students into pairs and ask them to discuss: What makes someone a good friend?	10ms
5	• Deal with practical everyday demands, exchanging straightforward factual information (GSE 38 – A2+). Use language related to travel (GSE 30-42 – A2-A2+).					How do you know if someone is an acquaintance or a true friend? Encourage them to share examples from their own lives.	10ms
6	• Get information from a tourist office of a straightforward non-specialised nature (GSE 39 – A2+).					Organize students into small groups and assign them a task to create a poster about true friendship. Include traits, examples, and a short motto.	10ms
7	• Deal with practical everyday demands, exchanging straightforward factual information (GSE 38 – A2+)					Each group presents their poster briefly. Summarize the lesson by revisiting the main points about friendship. Ask reflective questions like: "What did you learn today?" or "How can we all be better friends?" Write a short paragraph describing a friend and why you consider them a true friend.	10ms

(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) principle Date Signature Supervisor

Class / level: 9th grade

LESSON 4A GRAMMAR (SB)+WB

Unit title: Three.

Number of classes: 2

date: fromto ...Lesson

Previous learning: _____ - _____

Vertical Integration: _____ - _____

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Understand simple questions in questionnaires on familiar topics (GSE 31 – A2). • Use a wide range of subject and object relative pronouns, including zero (omission of pronoun) (GSE 48 – B1). • Describe their hometown or city using simple language (GSE 33 – A2) Use a wide range of subject and object relative pronouns, including zero (omission of pronoun) (GSE 48 – B1).	SB: page 34; Grammar reference and practice page 80; Word List page 74 • TB: Culture Notes page 145 • Online resources: Grammar Checkpoint Unit 3 Lesson 4; Photocopiable Resource 12 •Assessment: Grammar Quiz Unit 3 Lesson 4 SB: page 34 • WB: page 23	- Direct Instruction: Qs answers with the book Direct reading activities - Groupwork: Discussion Group work Pair work	- Performance-based assessment: Performance Speech Role playing.	- Checklist	1. Exercise 1: Write “England” vertically on the board. Ask students to come up with seven words associated with England. 2. Exercise 2: In pairs, students answer trivia questions about England and verify answers using audio. . Exercise 3: Students read sentences with relative clauses and complete Exercise 3 individually, then compare answers in pairs.. Exercise 4: Students complete Exercise 4 individually, then compare answers in pairs. Discuss relative pronouns and their usage.. Grammar Box (Page 80): Review grammar explanation, ask concept-checking questions (CCQs).. Exercise 6: Students complete sentences with relative pronouns, then compare answers in pairs.. Exercise 7: In pairs, students complete sentences related to England, then create their own quiz questions. . Interactive Group Activity: Students work in groups to write sentences with relative pronouns related to assigned categories, then present to the class. . Students create sentences about their hometown or city using relative pronouns, then share with the class for feedback.. Reflect on the lesson: Ask students what they found new or interesting.. Encourage students to rate their confidence using relative pronouns on a scale of 1 to 10. Provide feedback.	10ms
2				10ms			
3				10ms			
4				10ms			

(Daily follow- up table)

Day	Section	Period	Fulfilled Outcomes	Homework
				Assign Grammar Checkpoint (Unit 3, Lesson 4) and/or Grammar Quiz (Unit 3, Lesson 4) as homework.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson

Prepared by :

School principle

Date

Supervisor

Date

Signature



Class / level: 9th grade

Unit title:3

Number of classes: 2_ date: fromto

Lessons LESSON 6A READING AND VOCABULARY (SB)+WB

Previous learning: Vertical Integration: __

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration			
				Strategy	Tool					
1	Give or seek personal views and opinions in discussing topics of interest (GSE 46 – B1). • Scan a simple text, identifying the main topics (GSE 40 – A2+). • Scan short texts to locate specific information (GSE 44 – B1). • Guess the meaning of an unfamiliar word from context (GSE 55 – B1+). • Answer simple questions in a face-to-face survey (GSE 34 – A2). • Understand the main points of narratives and conversations about familiar topics (e.g. work, leisure delivered in clear, standard speech) (GSE 47 – B1). • Research a topic by reading a range of newspapers and magazines (GSE 64 – B2). • Express opinions and attitudes using a range of basic expressions and sentences (GSE 52 –B1+). Scan a simple text, identifying the main topics (GSE 40 – A2+). • Scan short texts to locate specific information (GSE 44 – B1). • Guess the meaning of an unfamiliar word from context (GSE 55 – B1+)	SB: pages 36–37; Word List page 74	Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance-based assessment: Performance Speech	- Checklist - Rating scale	Warm-up Activities: Have students think about the questions for one minute. Then, put them in small groups to share their ideas. One student acts as a judge, and the others try to persuade each other to choose a travel destination. Afterward, the class discusses one of the places mentioned. Explain reading strategies before looking at the text. Then, have students answer questions using clues from the text. . Students identify the correct answers in the text. . Students work in pairs to discuss new words and match them with definitions. . Students complete sentences using the new vocabulary. . Discuss questions related to the text, focusing on expressing opinions. : Students research a charity online to present to the class, or they discuss the charity in pairs. : Ask students to reflect on what they learned, what was new or challenging.	5ms			
2							• TB: Culture Notes page 145	Groupwork: Discussion	Lollipop stick technique	10ms
3										• WB: page 25
4		10ms								
5		10ms								
6		10ms								
7		10ms								
8		10ms								
9		10ms								

(Daily follow-up table)

DayDate	Section	Period	Fulfilled Outcomes	Homework
				Students think of a trip they took to a town and collect or draw pictures of that town.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this les

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

Semester Plan No (2)

Lesson Plan

Page

Class / level: 9th grade

Unit title: Three

Number of classes: _____ date: fromto Lesson WRITING (SB)LESSON 7A WRITING AND VOCABULARY (SB)+WB

Previous learning: _____ Vertical Integration: _____ Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Briefly give reasons and explanations for opinions, plans and actions (GSE 51 – B1+).	SB: pages 38–39;	- Direct Instruction:	-	-	<i>Warm-Up (5 minutes)</i>	5ms
2	• Identify specific information in a simple factual text (GSE 39 – A2+).	Word List page 74	Qs	Performance - based assessment:	Check list	<i>Write "The world is your oyster" on the board. Ask students to guess its meaning. Explain that it means having the freedom to explore and do anything they want.</i>	10ms
3	• Scan a simple text, identifying the main topic(s) (GSE 40 – A2+).	• TB: Culture Notes	Work with the book	Performance Speech.	-	<i>In pairs, have students share incredible journeys they've read about for homework. Set a 2-minute timer for them to discuss.</i>	10ms
4	• Derive the probable meaning of a few unknown words from short familiar contexts (GSE 48 – B1).	page 146	Direct reading activities	Observation:	Rating scale	<i>Show the photo on page 38. In groups, have students guess the location and describe it using descriptive vocabulary.</i>	10ms
5	• Express their thoughts in some detail on cultural topics (e.g. music, films) (GSE 55 – B1+).	• Graphic Organiser for this unit	-	Random observation	-		10ms
6	• Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).	SB: pages 38–39	Groupwork: Discussion				10ms
7	Write an everyday connected text using a set of short elements or facts and building them into a sequence (GSE 47 – B1).	• WB: page 26	Group work Pair work				10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a short blog post about a place you'd like to visit. Include reasons for your choice.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 9th grade

Unit title:09 Art lovers .

Number of classes: 2

date: fromto Lesson 1A+ 1B VOCABULARY AND GRAMMAR (SB)+Wb

Previous learning: -

Vertical Integration: -

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Extract key information from a linguistically complex text, if guided by questions (GSE 70 - B2+). • Guess the meaning of an unfamiliar word from context in a linguistically complex text Talk about artistic professions and different types of art (GSE 41 - B1+). • Use the Past Perfect in reported speech (GSE 54 - B1+)	SB: pages 38-39 • WB: pages 28-29 SB page 40; Word List page 87 • Online resources: Photocopiable Resource 38 • Assessment: Vocabulary Quiz 9	1. Task-Based Learning (TBL) 2. Interactive Learning 3. Guided Discovery	1. Quiz-Based Assessment	- Checklist	1. Ask students to think of two events that happened at different times and how to describe which happened first. Write "I ate breakfast. I went to school" on the board and introduce Past Perfect with "I had eaten breakfast before I went to school." Discuss time linkers like after, before, and until. 2. Write the Past Perfect rule: had + past participle. Provide examples and explain time linkers. 3. Ask students to read the text on pages 38-39 and identify Past Perfect sentences. Discuss the order of events and time linkers. 4. In Exercise 5, have students complete sentences using the Past Perfect. Check answers as a class. 5. Show a photo or scenario and have students discuss what happened before, using the Past Perfect. 6. In Exercise 6, have students rewrite sentences using the Past Perfect. Check answers. 7. Ask students to share experiences using the Past Perfect and time linkers. 8. Have students write a paragraph about their weekend using three Past Perfect sentences and two time linkers. 9. Write "By the time I turned 10, I had..." on the board. In pairs, students complete the sentence and share with the class.	15ms
2				10ms			
3				15ms			
4				5ms			
5				5ms			

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
				Ask students to list jobs and write one each using the Past time linker	*I feel satisfied with *Challenges that faced me

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: 9th grade

Unit title: four

Number of classes: 2

date: fromto

Lesson 2A +2B VOCABULARY (SB)+WB

Previous learning:

Vertical Integration: -

Horizontal Integration: -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Talk about artistic professions and different types of art (GSE 41 – B1+).	SB page 40; Word List page 87	- Direct Instruction: Qs answers Work with the book Direct reading activities	- Performance-based assessment: Performance Speech	- Check list - Rating scale	1. Greet students and ask about their favorite creative jobs. Write answers on the board. 2. Show the photo from Exercise 1 and have students describe it in pairs. Share ideas with the class. 3. Write creative jobs on the board and explain difficult words like composer and stunt performer. Categorize jobs into film, music, and theatre. 4. Introduce Past Perfect in reported speech: "I had finished the project" becomes "She said she had finished the project." 5. In pairs, students match creative jobs with descriptions. Discuss challenging or rewarding jobs. 6. Play a guessing game where students guess creative jobs based on clues. 7. Have students rewrite direct speech sentences in reported speech using the Past Perfect. 8. In pairs, students imagine being a creative professional and discuss job enjoyment and challenges. 9. Students write a short paragraph about their imagined job, using the Past Perfect and vocabulary. 10. Ask students to share one thing they found interesting or challenging about the lesson.	10ms 10ms 10ms 10m 10ms m 10ms m 10ms m
2	• Use the Past Perfect in reported speech (GSE 54 – B1+).	• Online resources: Photocopiable Resource 38	-	-	-		
3	Talk about artistic professions and different types of art (GSE 41 – B1+).	•Assessment: Vocabulary Quiz 9SB: pages 38-39 • WB: page 30	- Groupwork: Discussion Group work Pair work	- Observation: Random observation	-		
4	• Use the Past Perfect in reported speech (GSE 54 – B1+)						

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write three to five sentences from an episode of their favorite TV show, noting who said each line and, if applicable, to whom

Reflection:

*I feel satisfied with

*Challenges that faced me

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: 9th grade

Unit title: 4

Number of classes: 2

date: fromto ... Lesson 3A +3BGRAMMAR AND VOCABULARY (SB)+WB

Previous learning: ____

Vertical Integration: ____ - ____

Horizontal Integration: ____ - ____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Practise of direct speech to reported speech (GSE 54 – B1+). • Extract key details from an informational interview, if delivered in clear standard speech (GSE 67 – B2+). • Practise pronunciation of say, tell and ask to report conversations (GSE 61 – B2). Can use say, tell and ask to report conversations (GSE 61 – B2). • Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 – B2). • Can contribute to a conversation fluently and naturally, provided the topic is not too abstract or complex (GSE 66 – B2)	SB: page 41; Grammar Reference page 72; Word List page 67 • Online resources: Photocopiable Resource 39 •Assessment: Grammar Quiz Lesson 9SB: page 41; Grammar Reference page 72• WB: page 31	1. Collaborative Learning Strategy 2. Exploratory Strategy 3. Independence and Application Strategy	- Performance - based assessment: Performance Speech	-Check list	1. Warm-up: Ask when and why we use reported speech. Provide examples and have students convert direct speech to reported speech. 2. Review vocabulary of TV programmes (e.g., sitcom, documentary). Have students discuss their favorites in pairs. 3. Grammar: Explain tense changes in reported speech (e.g., Present Simple → Past Simple). Highlight changes in words like here → there. 4. Discuss example sentences and their differences. Refer students to the "Grammar Reference" on page 72. 5. Clarify the use of "say," "tell," and "ask" from the "Watch Out!" box. 6. Have students rewrite quotes from "The South" in reported speech. 7. Students complete exercises, compare answers in pairs, and discuss as a class. 8. Students create conversations in direct speech, then convert them into reported speech and perform them. 9. Ask students to find and rewrite a quote from an actor in reported speech. 10. Students write five sentences they've been told in direct speech and convert them into reported speech.	10 ms
2				10 ms			
3				10 ms			
4				10 ms			
5				10 ms			

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Assign students to read about Sheku Kanneh-Mason online and write three or four facts about him. Use their sentences as a lead-in for the next lesson.

Reflection:

*I feel satisfied with

*Challenges that faced me

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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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 XXIX



Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: 4.

Number of classes: 1

date: fromto Lesson :4A READING AND VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Read and understand a factual text about a singersongwriter (GSE 51-58 - B1+).	SB: pages 42-43; Word List page 67	- Direct Instruction : Qs answers Work with the book Direct reading activities	- Performance - based assessment : Performance Speech	- Check list	. Warm-Up : Students work in pairs to discuss the questions in Exercise 1.: Ask students to share something they learned about their partner with the class.: If students completed homework in Lesson 3A, ask them to share what they found out about Sheku Kanneh-Mason. : Students skim the article to get the gist without reading every word. Check answers with the class.: Students read the article more carefully, underlining key words in the questions to help them locate answers: Work individually, then compare answers in pairs. Discuss as a class. : Students identify links between highlighted words in the questions and the article, then complete the sentences. : Work in pairs, then write similar sentences using two extra words (performance, case):. Students recall ideas from Lesson 2A and discuss topics in pairs.: Monitor discussions, provide feedback, and encourage students to write a short paragraph if time allows. Review the box on page 43 with examples of Past Perfect and reported speech. Students work in pairs or small groups to brainstorm ideas, then work individually to make notes. Students share their stories with the class or their group. Encourage other students to ask follow-up questions to get more details.. Refer students to the "Can-do" statement at the bottom of page 43.Encourage them to reflect on what they have learned, considering what was interesting, new, easy, or challenging. Ask students to research more about Sheku Kanneh-Mason's family. Ask: Who are they? What do they do? Are they famous too? If so, why?	5ms
2							10ms
3							10ms
4							10ms
5							10ms
			Groupwork: Discussion Group work Pair work	- Observation: Random observation	- Rating scale		5m
							5m

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Students write 2-4 true/false sentences about the article. In pairs, they exchange, complete, and check answers.

Reflection:

*I feel satisfied with

*Challenges that faced me

Note: keep a file (a kit of all the activities, worksheets and the recording strategies)

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: 9.

Number of classes: 1

date: fromto

Lesson 5A SPEAKING (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Create informal invitations: make, accept and turn	SB: page 44; Word List page 67	1. Interactive Learning	Performance-based assessment: Performance Speech Role playing. Observation: Random observation Lollipop stick technique	- Check list - Rating scale	Begin by asking students about the last invitation they received, highlighting the importance of learning how to make and respond to invitations. Listen to recordings of conversations to analyze how invitations are made, accepted, and declined, followed by a discussion of the answers and key phrases used. Introduce phrases from the Speaking Box and practice them in similar contexts. In pairs, have students practice making and declining invitations using appropriate phrases and applying correct rising and falling intonation for questions. Conclude with students inviting their peers and responding to invitations, then share their role-play outcomes with the class. For homework, ask students to prepare a "Show and Tell" about their favorite book for the next lesson.	5ms
2	down invitations, turning down invitations; give reasons (GSE 59-66 - B2).		2. Collaborative Learning				10ms
3	• Use rising and falling intonations for yes/ no questions (GSE 67-75 - B2+).		3. Pronunciation Practice				10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Homework: Write a short dialogue inviting a friend to an activity. Include their response and a reason. Be ready to share it in class.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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

Lesson Plan

Page

Class / level: 7th grade

Unit title: .9

Number of classes: _____

date: fromto ... Lesson: 6A LISTENING AND VOCABULARY (SB)

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: ____-

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Recognise words related to literature including opinions on books (GSE 51-58 - B1+).	SB: page 45; Word List page 67 • TB: Culture Notes page 113 • Online resources: Photocopiabl e Resource 40	1. Pre-Listening Activities 2. Listening for Gist 3. Collaborati ve Learning	-Performance- based assessment: Performance Speech -Observation: Random observation Lollipop stick technique	-Check list - Rating scale	Begin by asking students to share their favorite books and explain why they like them. Then, have them categorize books in Exercise 1 and check answers with the class. In Exercise 2, students work in pairs to guess the conversation topic in the picture, then verify with the recording. For Exercise 3, students listen for key literary terms and compare answers in pairs before checking with the class. In Exercise 4, have students answer questions from memory, then confirm answers with the recording. For the production activity, students brainstorm book titles from one of the categories. Wrap up with a short description of their favorite book, and for homework, ask them to bring a book or film review to the next class.	5ms 10ms 10ms 10ms 10ms

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				For homework, students should choose their favorite book and write a short description about it, including the title, author, genre, and why they like it.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: 9

Number of classes: _____

date: fromto

Lesson 7A WRITING (SB)

Previous learning: _____ Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	omments, factual details, giving and justifying your opinion, recommendation (GSE 43-50 - B1).	SB: pages 46-47; Word List page 67 • Graphic Organiser for this unit	1. Collaborative Learning 2. Questioning Techniques 3. Peer Feedback	- Performance - based assessment: Performance Speech Role playing. -Observation: Random observation	-Check list - Rating scale	Start by having students discuss the review they brought to class. In pairs, they then discuss which event they'd like to attend based on the posters, followed by a class vote. Next, students read reviews and match them with the correct star ratings, explaining their choices. In pairs, they locate phrases from the Writing box in the reviews and discuss strong versus normal adjectives. Students then write reviews individually, using the Graphic Organiser, and exchange them for peer feedback. Finally, students quiz each other on normal and strong adjectives. For homework, students study the word list and rewrite their reviews based on feedback.	3m 4m 6m 10m 10m 10m 2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write a short review of a movie, book, or TV show you recently enjoyed. Include your opinion, key details, and a recommendation. Use at least three strong adjectives.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Class / level: 9th grade

Number of classes: 2

Previous learning: _

date: fromto

Vertical Integration: _____

Unit title: UNIT 10 Helping others

Lessons 1A + 1B VOCABULARY AND GRAMMAR (SB)+WB

Horizontal Integration: ___ -

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Tell when to use the passive (Present Simple, Past Simple and Present Perfect) (GSE 44 - B1). • Distinguish between a passive tense and an active tense (GSE 47 - B1). • Use the past perfect in a range of common situations (GSE 54 - B1+) Extract key information from a linguistically complex text, if guided by questions (GSE 70 - B2+). • Guess the meaning of an unfamiliar word from context in a linguistically complex text (GSE 72 - B2+).	SB pages 48-49; Grammar Reference page 73; Word List page 68 • TB: Culture Notes page 113 • Online resources: Photocopiable Resource 41 • Assessment: Grammar Quiz Unit 10 SB: pages 48-49 • WB: pages 36-37	1. Task-Based Learning 2. Guided Discovery 3. Peer Teaching	- Performance based assessment: Performance Speech - Observation: Random observation Lollipop stick technique	- Check list - Rating scale	Start by asking the students about their knowledge of Sherlock Holmes and related topics. Encourage students to share their ideas in pairs or small groups before discussing them with the class. Then, review and analyze sentences in the passive voice with the students, providing explanations for the passive form in different tenses: present simple, past simple, and present perfect. Use reading texts to help students recognize and work with the passive voice. Clarify the grammar rules and points related to the passive voice. During the practice phase, encourage students to complete exercises focused on transforming sentences from active to passive and vice versa. Implement listening activities to reinforce passive voice usage. Have students work in pairs or groups to apply and practice the structure in different contexts. During the production phase, encourage students to create their own sentences using the passive voice. Let them ask and answer questions using this form in pairs. Monitor the class and provide support when needed. In the wrap-up, review the main points of the lesson, focusing on passive voice usage. Have students share their answers and experiences with the class. Assign homework that reinforces the grammatical rule learned.	10ms
2							10ms
3							10ms
4							10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				For homework, ask students to write five sentences using the passive voice in different tenses and find one example of the passive voice in a newspaper or magazine, explaining the context.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 9th grade

Unit title: 10

Number of classes: _____

date: fromto LESSON 2A+ 2B VOCABULARY (SB)+WB

Previous learning: _____

Vertical Integration: _____

Horizontal Integration: _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Use a range of passive tenses (GSE 50 – B1). • Talk about doing good and helping others (GSE 54 – B1+). Use a range of passive tenses (GSE 50 – B1). • Talk about doing good and helping others (GSE 54 – B1+).	SB page 50; Word List page 68 • Online resources: Photocopiable Resource 42 •Assessment: Vocabulary Quiz 10 SB: page 50 • WB: page 38	1. Task-based Learning 2. Collaborative Learning 3. Contextualized Practice	-Performance based assessment: Performance Speech.	-Check list - Rating scale	Students work in groups to discuss the questions related to helping others. The teacher reviews the answers with the class, encouraging students to justify their ideas. Then, the teacher draws attention to the photos of acts of kindness and asks students to match them with the corresponding actions. Students work in pairs to complete sentences using the acts of kindness from the previous exercise. The teacher checks the answers with the class. For the next activity, students work in pairs or small groups to look for crime stories in the newspapers they brought. They use the vocabulary learned in class to name and describe the crimes. In the final part, students reflect on what they have learned, considering what was interesting, easy, or challenging for them	10ms
2				10ms			
3				10ms			
	10ms						
	10ms						
	10ms						

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				For homework, students should write a short paragraph describing an act of kindness they have done or would like to do, using vocabulary related to helping others

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 9th grade

Unit title: 10

Number of classes: 1

date: fromto..... LESSON 3A LISTENING AND VOCABULARY (SB)

Previous learning: -

Vertical Integration: -

Horizontal Integration:

No	Specific Outcomes	Material / Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Understand a radio interview in standard speech (GSE 64 - B2).	SB: page 51; Word List page 68 • Online resources: Photocopiable Resource 43	1. Listening for gist and specific details	- Performance-based assessment: Performance Speech Role playing - Observation: Random observation	-Check list - Rating scale	<p>1 Start with a brief class discussion on superheroes based on Exercise 1.</p> <p>2. In Exercise 2, students complete sentences about superheroes in pairs.</p> <p>3. Play the radio interview (Exercise 3) twice: first for gist, then for specific details, and check answers together.</p> <p>4. In Exercise 4, students discuss superhero-related questions in pairs and share ideas.</p> <p>5. In Exercise 5, students work in groups to discuss superhero questions and share with the class.</p> <p>6. Exercise 6: Students share times they've been brave with a partner.</p> <p>7. Wrap up with Exercise 7, where students create and present their own superhero.</p> <p>8. For homework, ask students to think about how they can be the best person they can be and be ready to discuss in the next lesson.</p>	5ms
2	• Extract key details from an informational interview, if		2. Pair and group work				10ms
3	delivered in clear standard speech (GSE 67 - B2+).		3. Creative production				10ms
4	• Practise pronunciation of question tags (GSE 59-66 - B2).Vocab						10ms

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				For homework, write a paragraph on how you can be the best person you can be.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.

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Semester Plan No (2)

Lesson Plan

Class / level: 9th grade

Unit title: 10.

Number of classes: _____

date: fromto lessons 4A+4B GRAMMAR (SB)+WB

Previous learning: _____

Vertical Integration: _____

Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Understand and use the second conditional to write unreal situations in the present tense (GSE 43-50 - B1). • Understand when to use were and was (GSE 43-50 - B1). • Use the second conditional (GSE 43-50 - B1).	SB: page 52; Grammar Reference page 73; Word List page 68 • Online resources: Photocopiable Resource 44 Assessment : Grammar Quiz 00 SB: page 52 • WB: page 40	1. Visual Engagement	- Performance - based assessment:	-Check list	<i>Start by displaying a photo related to the lesson and have students read the question at the top of the page without answering it yet. Elicit which situation the photo corresponds to. Then, play the recording twice for Exercise 2, first for gist and then for answers. Have students compare their answers in pairs and check with the class. In Exercise 3, play the recording again for students to listen to the questions. Ask them to justify their answers in pairs and share with the class. For Exercise 4, write a second conditional sentence on the board and discuss the structure. Have students complete sentences individually, then compare in pairs. Check answers with the class. In Exercise 5, go through the "Watch Out!" box and complete the example with the class. Have students complete sentences individually and compare answers in pairs. For the production stage, dictate second conditional sentence starters and ask students to complete the sentences in various ways. Conclude by having students reflect on what they learned, what was challenging, and what they found interesting. Encourage them to review the "Can-Do" statement at the bottom of the page. For homework, ask students to think of two or three problems they would welcome advice on and make notes.</i>	10ms
2			2. Active Listening	Performance Speech	- Rating scale		10ms
3			3. Collaborative Practice	- Observation: Random observation			
					10ms		
					10ms		
					10ms		

(Daily follow-up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				For homework, write two or three situations where you'd ask for advice using the second conditional.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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: 10

Number of classes: _____

date: fromtoLESSON 5A SPEAKING (SB)

Previous learning: _____

Vertical Integration: _____ - _____

Horizontal Integration: _____ - _____

No	Specific Outcomes	Material / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Ask for and give advice (GSE 59-66 - B2).	SB: page 53; Word List page 68	1. Concept Explanation	-Performance - based assessment: Performance Speech	- Check list	1. Start the lesson by introducing the topic of nouns and their types.	2m
2	•Pronunciation of words with silent letters(GSE 59-66 - B2).		2. Classification			2. Use visual aids or examples to explain the concept of nouns.	2m
			3. Practical Application			3. Provide students with examples of common, proper, singular, and plural nouns.	7m
						4. Engage students in identifying nouns in sentences through interactive activities.	7m
						5. Group students for pair or small group activities to categorize different types of nouns.	10m
						6. Allow students to practice by writing sentences using various types of nouns.	9m
						7. Monitor students' progress and provide support where needed.	5m
						8. End the lesson with a brief recap of the types of nouns and a Q&A session.	
						9. Assign related homework for further practice	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Write 5 sentences, each containing a different type of noun (common, proper, singular, plural, collective). Underline the nouns.

Reflection:

*I feel satisfied with

*Challenges that faced me

.....

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

No	Specific Outcomes	PMaterial / Restores	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	Read a text to find specific information (GSE 59-66 - B2). Write a short story: when and where it happened, use the Past Perfect and Past Continuous to give background, say what happened, express feelings, connect sentences (GSE 67-75 - B2+)	SB: pages 54-55; Word List page 68 • Online resources: Photocopiable Resource 45 SB: pages 56-57; Word List page 68 • Graphic Organiser for this unit	1. Motivation and Engagement	Performance - based assessment: Performance Speech	-Check list - Rating scale	Begin by introducing the lesson topic briefly and encouraging students to share their ideas or experiences related to it. Present key concepts clearly, using examples to help students understand. Use visuals or demonstrations where possible to support comprehension. Then, engage students in pair or group activities that are directly related to the lesson content. Provide assistance and guidance throughout their work, ensuring they understand the material and helping them overcome any challenges. Afterward, have students individually complete a related task, such as a short writing exercise or answering questions. Offer feedback and address common mistakes as they work. Once they've finished, allow time for students to share their responses and discuss their thoughts as a class. End the lesson by summarizing the main points, reinforcing key vocabulary, and asking students for reflections or personal connections to the content. Give homework assignments or tasks to reinforce the lesson and prepare them for the next class.	10ms
2			2. Skimming and Gist Understanding	-Observation: Random observation			10ms
3			3. Assessment and Feedback				10ms
4							10ms

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Rewrite 5 sentences in reported speech

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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