

# Lesson Plan

إعداد: أميرة فالح الوضحان

Class/Level: 9<sup>th</sup>

Number of Classes: 2

Date: from 19/1 To 20/1

Unit Title: A new You

Previous Learning: Pronunciation/ Going to

Lesson Title: lesson 1A/ Vocabulary & grammar (SB))

Vertical Integration: Seventh Grade: Unit 6 (A new you)/ communication, feelings and emotions, Eleventh Grade: Unit 9 (Highs and Lows)/ stories about success

Horizontal Integration: Social Studies/ Places in Jordan

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	By the end of this class students should be able to:  * Grammar • Tell when to use the Present Continuous and going to to talk about future arrangements and intentions (GSE 29 - A1).	• Student's Book pages:4-5 • Dictionaries • Audio • White board • Phone • Glossaries • Grammar Reference and Practice pages 77-78; • Word List page 72 • Online resources: Grammar Checkpoint Lesson 1; Photocopiable Resource 1 • Assessment: Grammar Quiz Lesson 1	-Direct instruction- work with the book  Direct Instruction- Question answers  Direct Instruction- Direct reading activities  Activity - based learning- discussion in groups	Communication		- WARM-UP (10 minutes) (T-S, S-S, S-T) Make sure students understand appearance and look. Ask students what people can do to change their appearance. Students can discuss this in pairs, then feed back to the class.	10ms
				- Questions answers	-Chick list	• PRESENTATION (20 minutes) • 1 (T-S, S-S, S-T) Exercise 1. Go through the questions with the class, then ask students to discuss the questions in pairs. Take whole-class feedback.	5ms
				Observation- Random observation	-Rating scale	• 2 (T-S, S-S, S-T) Exercise 2. Read the first sentence to the class and elicit which tense is used and why (going to because it is a plan that Asma has for the future). Ask students what other tenses they know for talking about the future. Students read the interview quickly and discuss the answers to the questions in pairs. Check answers with the class. You can refer to page 112 of the Teacher's Book for more information about spring cleaning.	10ms
				Observation- Systematic observation		• 3 (T-S, S-S, T-S) Exercise 3. Elicit the meaning of all the family members in the word box. Refer students back to the blog on page 4. Have them look for the names in each sentence and write the family member word. Check as a class. Monitor and encourage pairs when speaking about their family and friends.	5ms
				Reflection- Self-assessment		•PRACTICE (20 minutes) (T-S, S-S, S-T) Exercise 4. Go through sentences 1-4 and elicit the verb phrases used to talk about future arrangements	20ms

(Daily follow –up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask students to write a diary like Hala's for the coming week, and then to write sentences about it.

Reflection:

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
			<p>-Direct instruction- work with the book</p> <p>Direct Instruction- Question answers</p> <p>Direct Instruction- Direct reading activities</p> <p>Activity - based learning- discussion in groups</p>	<p>Communication- Questions answers</p> <p>Observation- Random observation</p> <p>Observation- Systematic observation</p> <p>Reflection-Self- assessment</p>	<p>-Chick list</p> <p>- Rating scale</p>	<p>and intentions (going to start, going to look, 's coming round, 're ordering). Students work individually to match a-d with 1-4, then check their answers in pairs. Check answers with the class. Encourage them to say why they chose each answer.</p> <p>•PRODUCTION (30 minutes)</p> <p>•1 (T-S, S-S, S-T) Exercise 5. Remind students that we use the Present Continuous to talk about actions happening now, as well as arrangements in the near future. Refer students to the interview on page 4 and the conversation in Exercise 3. They work in pairs to find more examples, using the Present Continuous. Monitor and offer help as necessary. Check answers with the class. Refer students to the Grammar Reference section on page 69 for more information.</p> <p>•2 (T-S, S-S, S-T) Exercise 6. Put students into pairs. Refer students to the rubric. Read through Hala's diary with the class. Ask students to ask and answer questions about Hala's plans. Monitor and offer help as necessary.</p> <p>•WRAP-UP (10 minutes)</p> <p>(T-S, S-T) Refer students to the Can-do statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.</p>	<p>15ms</p> <p>15ms</p> <p>10ms</p>

# Lesson Plan

إعداد: أميرة فالح الوضاحان

Class/Level: 9<sup>th</sup>

Unit Title: A new You

Number of Classes: 1

Date: from 21/1

Previous Learning: Going to

Lesson Title: lesson 1A/ Vocabulary & grammar (AB)

Vertical Integration: Seventh Grade: Unit 6 (A new you)/ communication, feelings and emotions, Eleventh Grade: Unit 9 (Highs and Lows)/ stories about success

Horizontal Integration: Social Studies/ Places in Jordan

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	By the end of this class students should be able to:  * Grammar • Extract key information from a linguistically complex text, if guided by questions (GSE 70 - B2+).	• Student's Book pages:4-5 • Work Book: pages 4-5 • Dictionaries • Audio • White board • Phone • Glossaries	-Direct instruction- work with the book  Direct Instruction- Question answers  Direct Instruction- Direct reading activities  Activity - based learning- discussion in groups	Communication		- WARM-UP (5 minutes) (T-S, S-T) Ask students what plans they have for this evening. They should answer using going to. Elicit answers from the class and have a class vote on which plan sounds most fun/interesting.	5ms
				- Questions answers	-Chick list	• PRACTICE (20 minutes) • 1 (T-S, S-S, S-T) Exercise 1. Go through the example with the class. Point out that each 'a' sentence is a question, and each 'b' sentence is a matching answer. Students work individually to put the words in the correct order. They then compare answers in pairs. Check answers as a class.	4ms
				Observation- Random observation	-Rating scale	• 2 (T-S, S-T) Exercise 2. Go through the completed first sentence with the class. Ensure they are clear that this is an example of a future intention (FI). Students should circle A (arrangement) or FI (future intention) for each sentence.	4ms
				Observation- Systematic observation		• 3 (S-T) Exercise 3. Students should use their answers from Exercise 2 to complete the sentences with the correct form of the verbs given in the brackets.	4ms
				Reflection- Self-assessment		• 4 (S-S, S-T) Exercise 4. Ask students to read the conversation carefully and think what the answers might possibly be, before they read options a-f. Ask students to read the conversation again and choose the correct answers. To check answers, ask for two volunteers to read the completed conversation aloud.	4ms
2	• Guess the meaning of an unfamiliar words from context in a linguistically complex text (GSE 72 - B2+).					• 5 (T-S, S-T) Exercise 5. Remind students that we can use both be going to and the Present Continuous to talk about	4ms

(Daily follow –up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask students to write a diary like Hala's for the coming week, and then to write sentences about it.

Reflection:

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

**Form#QF71-1-49rev.a**

Unit Title: A new You

**Date: from 22/1 To 23/1**

**Lesson Title:** Lesson 2A/ Reading and Vocabulary (SB)

**Horizontal Integration:** Arabic/ Writing diaries

(Daily follow –up table)

***Reflection:***

*I feel satisfied with* \_\_\_\_\_

### Challenges that faced me

*Suggestions for improvement* \_\_\_\_\_

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
			-Direct instruction- work with the book	Communication- Questions answers	-Chick list	is a Collective noun, which is why it's followed by a plural verb (are). • 2 (T-S, S-T) Exercise 5. Explain that phrasal verbs are verbs + another word (often prepositions) that have a different meaning from the original verb, e.g. carry = hold something in your hands and transport it, but carry on = continue. Tell students to underline the phrasal verbs in the box that they can find in the text. The tips in the Active Reading box will help them work out the meaning. Students work individually to choose the correct verbs. Check answers with the class.	10ms
			Direct Instruction- Question answers	Observation- Random observation	- Rating scale	• 3 (S-S, S-T) Exercise 6. Students work in pairs to review their sentences in Exercise 5 and say if the sentences are true for them.	10ms
			Direct Instruction- Direct reading activities	Observation- Systematic observation		• PRODUCTION (5 minutes) (T-S, S-S, S-T) Exercise 7. Students discuss the tips in groups and rank them from most to least useful. When taking feedback from the class, encourage students to justify their answers. Finally, ask volunteers to share ideas for additional tips. You could make a master list on the board with everyone's tips and then have a class vote to decide on the order of usefulness for all the tips.	25ms
			Activity - based learning- discussion in groups	Reflection-Self-assessment		• WRAP-UP (10 minutes) (T-S, S-T) Refer students to the Can-do statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.	10ms

## Lesson Plan

إعداد: أميرة فالح الوضحان

Class/Level: 9<sup>th</sup>

Number of Classes: 1

Date: from 26/1

Unit Title: A new You

Previous Learning: Going to / will / Vocabulary from previous lessons

Lesson Title: Lesson 3A/ Grammar and Vocabulary (SB)

Vertical Integration: Eleventh Grade: Unit 6 (Where we live)/ Modal verb (will)

Horizontal Integration: Computer Science/ Cartoons

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>By the end of this class students should be able to:</p> <p>* Grammar</p> <p>• Use both going to and will to make predictions about the future (GSE 66 - B2).</p>	<p>• Student's Book pages:8</p> <p>• Dictionaries</p> <p>• Audio</p> <p>• White board</p> <p>• Phone</p> <p>• Glossaries</p> <p>• Grammar Reference page 69;</p> <p>• Word List page 64</p> <p>• Online resources:</p> <p>Photocopiable Resource 25</p>	<p>-Direct instruction- work with the book</p> <p>Direct Instruction- Question answers</p> <p>Direct Instruction- Direct reading activities</p> <p>Activity - based learning- discussion in groups</p>	Communication		<p>- WARM-UP (5 minutes) 1: (T-S, S-T) Ask students if they know what an optimist and a pessimist are. Encourage students to provide a definition or give examples of behaviour for each type of person.</p>	5ms
				- Questions answers	-Chick list	<p>• 2 (T-S, S-T) Exercise 1. Read through the cartoons with the class. Ask students which verb forms are used to talk about the future. Ask students What is funny about the cartoon? Finally, have a class discussion about whether students are usually optimistic or pessimistic. They should justify their answers with examples from their</p>	3ms
				Observation- Random observation	-Rating scale	<p>• PRESENTATION (10 minutes)</p> <p>(T-S, S-S, S-T) Exercise 2. Go through the Grammar box and clarify as necessary. Point out that the sentences in Exercise 2 are from the cartoons in Exercise 1. Students work in pairs to match the sentences with the descriptions. Remind them to use the information in the Grammar box to help them. Check answers as a class.</p>	10ms
				Observation- Systematic observation		<p>• PRACTICE (15 minutes)</p> <p>(T-S, S-S, S-T) Exercise 3. Students work individually to complete the conversations, then compare their answers in pairs. They practise reading the conversations. To check answers, ask for volunteer pairs to model the conversations in front of the whole class.</p>	15ms
				Reflection- Self-assessment		<p>• PRODUCTION (10 minutes)</p> <p>(S-S, S-T) Exercise 4. Put students in groups of mixed ability. Students talk about their future plans, using going to and will. When they have finished, ask students to report back on something they learnt about a member of their group.</p> <p>• WRAP-UP (5 minutes)</p> <p>(T-S, S-T) Ask students if they think it is possible to change our character: Can an optimist become a pessimist, and vice versa? Encourage students to justify their opinions.</p>	10ms
							5ms

(Daily follow -up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask students to find and bring some memes, anecdotes or jokes about being optimistic and/or pessimistic. Start the next lesson with these and encourage brief class discussion.

**Reflection:**

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



# Lesson Plan

إعداد: أميرة فالح الوضحان

Class/Level: 9<sup>th</sup>

Unit Title: **A new You**

Number of Classes: **1**

Date: from **27/1**

Previous Learning: **Going to / will / Vocabulary from previous lessons**

Lesson Title: **Lesson 3B/ Grammar and Vocabulary (WB)**

Vertical Integration: **Eleventh Grade: Unit 6 (Where we live)/ Modal verb (will)**

Horizontal Integration: -

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	By the end of this class students should be able to:  * Grammar • Express an inference or assumption about a person's mood or emotional state (GSE 60 - B2).	• Student's Book pages:8 • Work Book Page: 6 • Dictionaries • Audio • White board • Phone • Glossaries	-Direct instruction- work with the book  Direct Instruction- Question answers	Communication  - Questions answers	-Chick list	- WARM-UP (10 minutes) (T-S, S-S) Ask students whether they are going to learn to drive in the future. Have a class discussion about what might be difficult or challenging about learning to drive. If students do not plan to learn to drive, ask them why not, and what forms of transport they intend to use instead, giving justifications for their answers. • PRACTICE (20 minutes) • 1 (T-S, S-T) Exercise 1. Remind students to use going to or will. Students work individually to complete the sentences. Check answers with the class. • 2 (T-S, S-S, S-T) Exercise 2. Students complete the conversation with the correct form of the verbs in brackets. Remind them to think about all the different ways of expressing plans and intentions in the future. They compare answers in pairs. To check answers, ask for volunteers to model the completed conversation for the class.	10ms
2	• Express feelings (e.g. sympathy, surprise, interest) with confidence, using a range of expressions (GSE 61 - B2).		Direct Instruction- Direct reading activities	Observation- Systematic observation	-Rating scale	• 2 (T-S, S-S, S-T) Exercise 2. Students complete the conversation with the correct form of the verbs in brackets. Remind them to think about all the different ways of expressing plans and intentions in the future. They compare answers in pairs. To check answers, ask for volunteers to model the completed conversation for the class.	10ms
3	• Can use going to and will to talk about future Predictions (GSE 66 - B2).		Activity - based learning- discussion in groups	Reflection- Self-assessment		• PRODUCTION (10 minutes) (T-S, S-T) Exercise 3. Students work individually to complete the sentences using the correct form of the verb from the box. Check answers as a class, encouraging students to justify why they used a particular tense. • WRAP-UP (5 minutes) (T-S, S-T) Ask students to write three more predictions for the student driver in Exercise 1.	10ms  5ms

(Daily follow -up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask students to write a mini conversation like the ones in Exercise 3 using their own ideas.

## Reflection:

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_



# Lesson Plan

إعداد: أميرة فالح الوضاحان

Class/Level: 9<sup>th</sup>

Number of Classes: 2

Date: from 28/1 To 29

Unit Title: A new You

Previous Learning: Pronunciation// Present Continuous / Going to

Lesson Title: Lesson 4A/ Listening and Vocabulary (SB)

Vertical Integration: Eleventh Grade: Unit 7 (Is it fair?)/ Social issues

Horizontal Integration: Geography/ Weather

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	By the end of this class students should be able to:	• Student's Book pages:9 • Dictionaries • Audio • White board • Phone • Glossaries • Word List page 64; Communication page 75 • Online resources: Photocopiable Resource 26	-Direct instruction- work with the book	Communication	-Chick list  -Rating scale	- WARM-UP (10 minutes) (T-S, S-T) Ask students to share the memes, anecdotes or jokes they researched at the end of Lesson 3A about being optimistic/pessimistic with the class. Ask students whether they have ever heard the expression glass half full. •PRESENTATION (15 minutes) (T-S, S-S, S-T) Exercise 1. Ask students to describe what they can see in the photo, and what they can say about the glass of water. Write any ideas students suggest on the board. Students then discuss further in pairs, before looking at page 75 to check. Ask volunteers to say whether they are an optimist, a pessimist or a realist. Their classmates can disagree, but must be able to say why. •PRACTICE (35 minutes) •1 (T-S, S-S, S-T) Exercise 2. Go through the statements with the class and check students understand identical twins, personalities and life experiences. Students discuss the six points. Tell students not to mark their answers yet. Play the recording for students to write their answers, then check answers as a class.	10ms
	* Listening		Direct Instruction- Question answers	Observation- Random observation		15ms	
	• Express an inference or assumption about a person's mood or emotional state (GSE 60 – B2).		Direct Instruction- Direct reading activities	Observation- Systematic observation		10ms	
	2		• Understand jokes (GSE 59-66 – B2).	Activity – based learning- discussion in groups		Reflection- Self- assessment	10ms
						• 2 (T-S, S-T) Exercise 3. Play the recording, twice if necessary, for students to answer the questions. Ask students whether they agree with what the speaker says. • 3 (T-S, S-T) Exercise 4. Play the recording, and give students time to write down what they hear. Check answers as a class. Ask students whether they think this joke is funny	10ms

(Daily follow –up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask Students to find more sayings or collocations that relate to being optimistic/pessimistic. They can discuss them in groups at the beginning of the next lesson.

Reflection:

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
			-Direct instruction- work with the book	Communication- Questions	-Chick list  - Rating scale	and why/why not. • PRODUCTION (35 minutes) • 1 (T-S, S-S, S-T) Exercise 5. Check students understand the meaning of the highlighted phrases. Students work in pairs to discuss the sentences and change the ones they do not think are true about their partner. Students then change partners. They decide if the sentences are true about their new partner. If not, they make them true and check their guesses.	10ms
			Direct Instruction- Question answers	answers			
			Direct Instruction- Direct reading activities	Observation- Random observation		• 2 (T-S, S-S, S-T) Exercise 6. Students work in pairs to say if the sentences in Exercise 5 are true for them. If they're not, they should change them so that they are true. Sentences could be shared with the class.	10ms
			Activity - based learning- discussion in groups	Observation- Systematic observation		• 3 (T-S, S-S, S-T) Exercise 7. Ask students to work in pairs. Refer students to the rubric. Read the three situations to the students. Ensure they are clear that they use the situations to make predictions positively or negatively. Take turns. Ask students to share example sentences with the class and ask how they can tell if the person is an optimist, a pessimist or a realist.	10ms
				Reflection-Self- assessment		• WRAP-UP (5 minutes) (T-S, S-T) Refer students to the Can-do statement at the bottom of the page and encourage them to reflect on what they have learnt. Tell them to think about what they have found interesting, new, easy or challenging.	5ms

# Lesson Plan

إعداد: أميرة فالح الوضحان

Class/Level: 9<sup>th</sup>

Unit Title: A new You

Number of Classes: 1

Date: from 30/1

Previous Learning: Pronunciation// Present Continuous / Going to

Lesson Title: Lesson 4B/ Vocabulary (WB)

Vertical Integration: Seventh Grade/ (Let's get started)/ Weather and environment vocabulary

Horizontal Integration: Geography/ Weather and climate

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	By the end of this class students should be able to:					- WARM-UP (5 minutes): (T-S, S-T) Ask students to describe the weather today, and how it makes them feel. Have a class discussion about how weather can affect our mood.	5ms
	* Listening	• Student's Book pages:9	-Direct instruction-work with the book	Communication	-Chick list	•PRACTICE (5 minutes) (T-S, S-S, S-T) Exercise 1. Explain that students do not need to understand every word they hear when listening to an audio track in order to be able to complete an exercise. Very often they will be able to guess the meaning of a word from context and get a general understanding of the gist of a recording. Students can work in pairs to choose their answers. Point out that there is one word they do not need. Check answers with the class.	5ms
	• Understand references to the weather and weather words (GSE 67-75- B2+).	• Work Book Page: 7	Direct Instruction	Observation- Random observation	-Rating scale	•PRODUCTION (20 minutes)	
2		• Audio	- Question answers	Observation- Systematic observation		•1 (T-S, S-T) Exercise 2. Ask students to call out as many words as they can think of containing the letters th. Write them on the board. Ask students to quickly guess how the words are pronounced. Go through the Active Pronunciation box and model the pronunciation of the two words, encouraging students to exaggerate the th sounds when they copy you. Play the recording as many times as necessary and drill the pronunciation chorally until students are confident.	5ms
	• Recognise how weather affects moods (GSE 59-66 - B2).	• White board	Direct Instruction	Reflection- Self-assessment		• 2 (T-S, S-S, S-T) Exercise 3. Go through the sentences with students, then ask students to work in pairs to practise saying the sentences aloud and decide which th sound the underlined words contain. Play the recording for students to check. Check answers with the class.	5ms
		• Phone	- Direct reading activities				
		•Glossaries	Activity - based learning-discussion in groups				

(Daily follow –up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Students can record themselves at home pronouncing some of the words containing th from this lesson. Encourage them to listen back to the recordings, in order to identify areas where they can improve.

Reflection:

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
			-Direct instruction- work with the book	Communication		• 3 (S-S, S-T) Exercise 4. Students work individually to write the words in the box in the correct place, and check their answers in pairs. Play the recording for students to check. Check answers with the class, paying attention to students' pronunciation of the th sounds.	5ms
			Direct Instruction- Question answers	- Questions answers	-Chick list		
			Direct Instruction- Direct reading activities	Observation- Random observation	- Rating scale	• 4 (T-S, S-S, S-T) Exercise 5. Write the beginning and the autumn on the board and ask students to say them out loud. Do they notice any difference in the way they naturally pronounce the word the? Play the recording and have students repeat the sentence, pointing out that the in the beginning has a short/weak sound while the in the autumn has a long/strong sound. Elicit the pronunciation rule from the class. Drill the two different forms of the until students are confident.	5ms
			Activity - based learning- discussion in groups	Observation- Systematic observation		• WRAP-UP (5 minutes) Go back to the list of words containing th that you wrote on the board at the beginning of the lesson. Ask students how they would now pronounce them. Ask students which words they are still unsure about and model pronunciation.	5ms
				Reflection- Self- assessment			

## Lesson Plan

إعداد: أميرة فالح الوضاحان

Class/Level: 9<sup>th</sup>

Number of Classes: 2

Date: from 2/2

Unit Title: A new You

Previous Learning: Pronunciation/ Going to / will / vocabulary from previous lessons

Lesson Title: Lesson 5A/ Vocabulary (SB)

Vertical Integration: Eleventh Grade: Unit 9 (Highs and laws)/ Emotions and feelings

Horizontal Integration: Social Studies/ Social issues

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>By the end of this class students should be able to:</p> <p>* Grammar</p> <p>• Distinguish between -ing and -ed and form adjectives: amazing/amazed, boring/bored, relaxing/relaxed, worrying/worried (GSE 67-75 -B2+).</p>	<p>• Student's Book pages:10</p> <p>• Dictionaries</p> <p>• Audio</p> <p>• White board</p> <p>• Phone</p> <p>• Glossaries</p> <p>• Word List page 64</p> <p>• Online resources: Photocopiable Resource 27</p>	<p>-Direct instruction- work with the book</p> <p>Direct Instruction- Question answers</p> <p>Direct Instruction- Direct reading activities</p> <p>Activity - based learning- discussion in groups</p>	Communication	-Chick list	-WARM-UP (5 minutes): (T-S, S-T) Ask students what adjectives they can remember to describe people's personalities. Write their suggestions on the board. Ask students to say whether the words describe positive or negative characteristics.	5ms
				- Questions answers		•PRESENTATION (30 minutes)	
				Observation- Random observation	-Rating scale	•1 (T-S, S-T) Exercise 1. Draw students' attention to the photos. Have a class discussion about what the people might be like. They can use the adjectives in the yellow box on page 10, as well as any other words.	10ms
				Observation- Systematic observation		•2 (T-S, S-S, S-T) Exercise 2. Check students understand all the words in the box. Students work in pairs to say the words aloud and try to decide which column they belong in. Point out that they need to pay attention to the vowel sounds in the words. Play the recording for students to check and update their answers. Check answers with the class. If there are any words students are struggling to pronounce, drill them chorally.	10ms
				Reflection- Self-assessment		•3 (S-S, S-T) Exercise 3. Students work in pairs. Play the recording for students to match the people with the descriptions. Check answers with the class.	10ms
						•PRACTICE (40 minutes)	
						•1 (S-S, S-T) Exercise 4. Students work in pairs to describe the people in the photos. Monitor during the activity and offer support as necessary. You may also want to note down some common errors for correction at the end. Ask one or two volunteers to present their descriptions to the whole class. Their classmates need to guess the name of the person they describe.	10ms

(Daily follow -up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Students choose five adjectives and write true sentences about themselves or people they know.

*Reflection:*

*I feel satisfied with \_\_\_\_\_*

*Challenges that faced me \_\_\_\_\_*

*Suggestions for improvement \_\_\_\_\_*

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
			-Direct instruction- work with the book	Communication- Questions answers	-Chick list	• 2 (S-S, S-T) Exercise 5. Students work in pairs to discuss the adjectives which describe the people in the photos. They should use the example script in the book to structure their responses.	10ms
			Direct Instruction- Question answers	Observation- Random observation	- Rating scale	• 3 (T-S, S-S, S-T) Exercise 6. Go through the Watch Out! box with the class. Point out that adjectives generally end either in -ing or -ed. Ask students to call out adjectives they can think of with these endings, and write them on the board in two lists. Ask them which list describes how we feel and which list describes people, things or situations). Students then complete the sentences in pairs. Check answers with the class. You could ask fast finishers to write some more sentences using the adjectives on this page.	10ms
			Direct Instruction- Direct reading activities	Observation- Systematic observation		• 4 (T-S, S-S, S-T) Exercise 5. Write the beginning and the autumn on the board and ask students to say them out loud. Do they notice any difference in the way they naturally pronounce the word the? Play the recording and have students repeat the sentence, pointing out that the in the beginning has a short/weak sound while the in the autumn has a long/strong sound. Elicit the pronunciation rule from the class. Drill the two different forms of the until students are confident.	10ms
			Activity - based learning- discussion in groups	Reflection-Self- assessment		• PRODUCTION (10 minutes) (S-S, T-S) Exercise 7. Some students may feel uncomfortable talking about their emotions, so explain that they can always talk about something or someone fictional if they prefer. Students take it in turns to talk about their feelings, using the words from Exercise 5. Monitor during the activity and offer support as necessary. You may also want to note down some common errors for correction at the end. If any volunteers are willing to share their discussion with the class, they can repeat it for their classmates.	10ms
						• WRAP-UP (5 minutes) Say some sentences that describe a feeling. Students have to guess which adjective best describes the feeling.	5ms



# Lesson Plan

إعداد: أميرة فالح الوضحان

Class/Level: 9<sup>th</sup>

Date: from 3/2

Unit Title: A new You

Number of Classes: 1

Previous Learning: Adjectives/ going to / will / Vocabulary from previous lessons

Lesson Title: Lesson 5B/ Vocabulary (WB)

Vertical Integration: Vertical Integration: Eleventh Grade: Unit 9 (Highs and laws)/ Emotions and feelings

Horizontal Integration: Social Studies/ Social issues

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>By the end of this class students should be able to:</p> <p>* Grammar</p> <p>• Distinguish between -ing and -ed and form adjectives (GSE 67-75 - B2+).</p>	<p>• Student's Book pages:10 Work Book Page: 8</p> <p>• Dictionaries</p> <p>• Audio</p> <p>• White board</p> <p>• Phone</p> <p>• Glossaries</p>	<p>-Direct instruction- work with the book</p> <p>Direct Instruction- Question answers</p> <p>Direct Instruction- Direct reading activities</p> <p>Activity - based learning- discussion in groups</p>	Communication	- Questions answers	-Chick list	5ms
				Observation- Random observation		-Rating scale	10ms
				Observation- Systematic observation			15ms
				Reflection- Self-assessment			10ms
						<p>- WARM-UP (5 minutes): (T-S, S-S, S-T) Ask students what adjectives they can remember from the Student's Book. Tell students to work in pairs to write no more than five sentences containing -ed and -ing adjectives. Check answers with the class.</p> <p>• PRACTICE (25 minutes)</p> <p>• 1 (S-S, S-T) Exercise 1. Students work in pairs to choose the correct answers. Check answers with the class. Fast finishers could write sentences using the unused adjectives from the options.</p> <p>• 2 (T-S, S-S, S-T) Exercise 2. Check students remember the difference between -ed and -ing adjectives. Students work in pairs to complete the sentences. Check answers with the class.</p> <p>• PRODUCTION (10 minutes)</p> <p>(T-S, S-S) Exercise 4. Students write a short paragraph about two of the things or situations given in the Workbook and describe how they make them feel using adjectives from the lesson. Monitor students during the activity and offer support as necessary.</p> <p>• WRAP-UP (5 minutes)</p> <p>(S-S, S-T) Students work individually and use their ideas from Exercise 4 to talk about the things and situations they chose. They swap their paragraphs with their partner and give feedback on things they like about the writing and things that could be improved. Finally, one or two volunteers read their paragraphs out to the class.</p>	5ms

(Daily follow-up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Students use the paragraph they created during the Wrap up to create a gapped text like the one in Exercise 3. At the beginning of the next lesson, they give their text to a new partner to complete.

Reflection:

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

## Lesson Plan

إعداد: أميرة فالح الوضاحان

Class/Level: 9<sup>th</sup>

Number of Classes: 1

Previous Learning: Expressing probability/ Going to / will

Vertical Integration: Eleventh Grade: Unit 10(Culture Culture)/ Modals of Probability and speculation

Horizontal Integration: Geography/ Weather

Unit Title: A new You

Lesson Title: Lesson 6A/ Speaking (SB)

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p>By the end of this class students should be able to:</p> <p>* Speaking</p> <p>• Express opinions of probability (GSE 67-75 -B2+).</p>	<p>• Student's Book pages:11</p> <p>• Dictionaries</p> <p>• Audio</p> <p>• White board</p> <p>• Phone</p> <p>• Glossaries</p> <p>• Word List page 64</p>	<p>-Direct instruction- work with the book</p> <p>Direct Instruction- Question answers</p> <p>Direct Instruction- Direct reading activities</p> <p>Activity - based learning- discussion in groups</p>	Communication	-Chick list	- WARM-UP (5 minutes): (T-S, S-S) Exercise 1. Draw students' attention to the two photos. First, ask students to describe what they can see (driving a car, talking to friends, etc.). Elicit that the girl is taking a driving test in the photo on the right. Then ask students to imagine how she might be feeling (nervous, anxious, worried, scared, etc.).	5ms
				- Questions answers		• PRESENTATION (20 minutes)	
				Observation- Random observation	-Rating scale	• 1 (T-S, S-T) Exercise 2. Go through the statements with the class and check students understand look forward to, sit a test and funny. Encourage students to underline key words in the questions in order to help them when listening for the answers. Play the recording for students to choose their answers. Check answers with the class.	10ms
				Observation- Systematic observation		• 2 (T-S, S-S, S-T) Exercise 3. Go through the Speaking box with the class and ask students if they can think of any other phrases to add to the table. If you have time, students can work in pairs to predict words that might fit in the gaps in the sentences. Play the recording again for students to complete the sentences. Check answers with the class.	10ms
				Reflection- Self-assessment		• PRACTICE (5 minutes)	5ms
						(S-T) Exercise 4. Students work in groups. Each student takes it in turns to say whether they think Heba will pass or fail her driving test. Each student should use a different phrase for expressing probability. Then play the recording for students to see if they guessed correctly.	
						• PRODUCTION (10 minutes)	
						(S-T) Exercise 5. Students research the probability of a type of weather happening in the local area over the next week. They make a short presentation to the class, ensuring they use expressions of probability.	10ms
						• WRAP-UP (5 minutes)	
						(S-S, S-T) In pairs, students choose one phrase from each section of the Speaking box each and make predictions about their partner. They then share and discuss their sentences.	5ms

(Daily follow –up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask students to think about the last event they went to and make notes. Ask them to bring photos if they have them. Start the next lesson by putting students in groups to tell each other about their events.

**Reflection:**

I feel satisfied with \_\_\_\_\_

Challenges that faced me \_\_\_\_\_

Suggestions for improvement \_\_\_\_\_

Unit Title: A new You

Date: from 5/2

**Lesson Title:** Lesson 7A/ Writing (SB)

**Horizontal Integration: Social Studies/ Events**

[illegible]

Day & Date	Section		Period	Fulfilled Outcomes	Homework	
	A	B				
						Ask students to study and translate the word list for this lesson.

**Reflection:**  
*I feel satisfied with \_\_\_\_\_*  
*Challenges that faced me \_\_\_\_\_*  
*Suggestions for improvement \_\_\_\_\_*

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
			-Direct instruction- work with the book	Communication- Questions answers	-Chick list	• PRODUCTION (15 minutes) • 1 (T-S, S-S, S-T) Exercise 4. Point out that students should refer to the black bullet points in the Writing box, rather than the example phrases in blue. Students work in pairs to decide how the invitation could be improved, and then rewrite it. Ask one or two volunteers to read their invitation out to the class.	10ms
			Direct Instruction- Question answers	Observation- Random observation	- Rating scale	• 2 (T-S, S-S, S-T) Exercise 5. Go through the task to make sure students understand what they need to do. If you have time, students can work in pairs or small groups to brainstorm ideas for their invitation before they begin writing. Students write their invitation, then show it to a partner, who gives feedback on what they like about the invitation as well as what can be improved. Remind students to check they have included all the features from the Writing box. Students then rewrite their invitations, using their partner's feedback to help them.	30ms
			Direct Instruction- Direct reading activities	Observation- Systematic observation		• WRAP-UP (5 minutes) (T-S, S-S, S-T) Students work in new pairs and share their invitations. Students can write their replies in class or as homework.	5ms
			Activity - based learning- discussion in groups	Reflection-Self- assessment			

## Lesson Plan

إعداد: أميرة فالح الوضحان

Class/Level: 9<sup>th</sup>

Unit Title: **A new You**

Number of Classes: 1

Date: from 6/2

Previous Learning: **Pronunciation / Present Continuous / Going to**

Lesson Title: **LIFE SKILLS**

Vertical Integration: **Seventh Grade/ Unit 1 (City Life/ Present simple and present continuous)/ Sixth Grade/ Eleventh Grade/ Unit 3 (Influences/ Behaving & Personal qualities and behaviour)**

Horizontal Integration: **Computer Science (Blogs)/ Social Studies (Hobbies and Jobs)**

No.	Specific Outcomes	Material/ Resources	Instructional Strategy	Assessment		Procedures	Duration
				Strategy	Tool		
1	<p><b>By the end of this class students should be able to:</b></p> <ul style="list-style-type: none"> <li>To develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.</li> </ul>	<p>• Student's Book pages: 14-15</p>	<p>-Direct instruction- work with the book</p> <p>Direct Instruction- Question answers</p> <p>Direct Instruction- Direct reading activities</p> <p>Activity - based learning- discussion in groups</p>	Communication		- WARM-UP (10 minutes) (T-S, S-S, S-T) Exercise 1. Students work in pairs. They should read the three statements in the Student's Book and say how often each is true: often, sometimes or never. Allow time for students to talk. Discuss the statements with the whole class and take a vote on each.	10ms
				- Questions answers	-Chick list	• PRESENTATION (15 minutes) • 1 (T-S, S-T) Exercise 2. Refer students to the rubric. Read the three questions to the class so they know what to listen for during the recording. Play the recording. Allow students time to answer the questions and play the recording again if needed. Check answers as a class.	5ms
				Observation- Random observation	-Rating scale	• 2 (T-S, S-S, S-T) Exercise 3. Students work in pairs. Read the three statements to the class. Students should discuss whether they agree or disagree with each statement. Hold a class discussion. Can students give examples from their own experiences to support their opinions?	10ms
				Observation- Systematic observation		• PRODUCTION (10 minutes) (T-S, S-T) Exercise 5. Refer students to the rubric. Read the words and phrases from the box aloud. Allow students time to complete the Life Skills box, describing how to plan time effectively. Ask students to read a completed sentence to the class so that answers can be checked efficiently.	10ms
				Reflection- Self-assessment		• WRAP-UP (5 minutes) (T-S, S-T) Exercise 6. Go through the instructions with the students. This task will need to be completed at home over the next three days. Ensure students are clear what is required of them and that they should be ready to give a presentation to the class. Resolve any queries.	5ms

(Daily follow –up table)

Day & Date	Section		Period	Fulfilled Outcomes	Homework
	A	B			
					Ask students to study and translate the word list for this lesson.

**Reflection:**  
 I feel satisfied with \_\_\_\_\_  
 Challenges that faced me \_\_\_\_\_  
 Suggestions for improvement \_\_\_\_\_