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| Class / level: 7th grade |  | Unit title: **Let’s get started!** |
| Number of classes: | date: from ………………to ……………….. | Lesson one: World of Wonder! Magazine |
| Previous learning: semester 1 | Vertical Integration: semester 1 | Horizontal Integration: - |

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

(Daily follow- up table)

Reflection:

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\*I feel satisfied with ………………..…………..………..……………

\*Challenges that faced me ……………………..……………………

\*Suggestions for improvement ………….…………………………

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

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

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| Class / level: 7th grade |  | Unit title: **Let’s get started!** |
| Number of classes: | date: from ………………to ……………….. | Lesson two: Team Talk |
| Previous learning: semester 1 | Vertical Integration: semester 1 | Horizontal Integration: - |

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

(Daily follow- up table)

Reflection:

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| Class / level: 7th grade |  | Unit title: **5 Adventure sports.** |
| Number of classes: | date: from ………………to ……………….. | Lesson one: World of Wonder! Magazine |
| Previous learning: sports | Vertical Integration: - | Horizontal Integration: sports |

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

(Daily follow- up table)

Reflection:

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

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| Number of classes: | date: from ………………to ……………….. | Lesson two: Team Talk |
| Previous learning: sports | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

Reflection:

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| Number of classes: | date: from ………………to ……………….. | Lessons three **and** four: Grammar |
| Previous learning: pronouns | Vertical Integration: - | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructional Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
|  | Students are supposed to: |  | - Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work |  |  | Starting the lesson; Tch asks qs about previous lesson. | 2m |
| 1  2 | Learn reflexive pronouns Use reflexive pronouns. | Pp‟s  Book  Activity Book | -Performance- based assessment: Performance  Speech | -Check list | Tch writes *I hurt my leg / I hurt muself* Then asks pps what they can see in the sentences, then tell them myself is a reflexive pro.n.  Pps refer to previous lesson & answer ex1 qs in pairs. | 4m  6m |
| 3  4  5 | Understand a listening task.  Understand the main points of a dialogue related to everyday situations.  Talk about past events or experiences, using simple language. | Mobile phone & Speaker  White Board | -Observation: Random observation  Lollipop stick technique | - Rating scale | Pps read and try to circle to complete the rule for ex2 then do ex3individually and Tch checks  Pps work in pairs for ex4 and take turns to say the sentences.  Pps listen for ex5 then listen to audio and work out the qs in ex6 in pairs. Tch checks.  Pps talk about the suggested topics using for ex7 | 10m 8m 10m  3m |
|  |  |  |  |  | Finishing the lesson: Tch asks personal qs using reflexives. | 2m |
|  |  |  |  |  | Pps work in pairs and groups for the A.B. lesson‟s exercises | 1 Class |

(Daily follow- up table)

Reflection:

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| **Semester Plan No ( 2 )** | **Lesson Plan** | **Page No ( 1 )** |
| Class / level: 7th grade |  | Unit title: **5 Adventure sports.** |
| Number of classes: | date: from ………………to ……………….. | Lesson five: Book Club |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lessons six **and** seven: Vocabulary and Grammar |
| Previous learning: present perfect | Vertical Integration: 6th grade | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructional Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
|  | Students are supposed to: |  |  |  |  | Starting the lesson; Tch revises the adventure story with pp. Tch teaches the directions with compass drawing on board Pps look at pictures, listen to audio & answer ex1.  Pps work in pairs to find the words on ex2 referring to p12 . Pps complete the true/ false activity individually and then work with partners to correct the false sentences for ex3.  Tch checks answers  Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.  Pps listen to audio and answer the qs for ex5,6.  Pps in pairs practice saying sentences for ex7. Tch helps  Finishing the lesson: Tch uses thought provoking questions  „Did you like Mustafa‟s day? Is it like yours?  Pps individually do all exercises in A.B. then check with partners | 2m |
| 1  2  3  4  5 | Use words for geography Use past perfect  Scan a simple text to find specific information  Identify specific information in a simple story, guided by qs.  Do Activity book exercises. | Pp‟s  Book  Activity Book  Mobile phone & Speaker  White Board | - Direct Instruction: Qs answers Work with the book Direct reading activities  -  Groupwork: Discussion Group work Pair work | -  Performance  - based assessment: Performance Speech  -  Observation: Random observation  Lollipop stick technique | -Check list  - Rating scale | 3m  6m  8m 10m  5m  6m 3m  2m |
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(Daily follow- up table)

Reflection:

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| Number of classes: | date: from ………………to ……………….. | Lesson eight: Culture |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructiona l Strategy | Assessment | | Procedures | Duratio n |
| Strategy | Tool |
| 1 | Students are supposed to:  Learn about unusual sports. | Pp‟s  Book  Activity Book  Mobile phone & Speaker  White Board | - Direct Instruction: Qs answers Work with the book Direct reading activities  -  Groupwork  :  Discussion Group work  Pair work | -Performance  - based assessment: Performance Speech.  -  Observation: Random observation | -  Check list | Starting the lesson; Tch asks pps to write as many sports words from lesson 1 as they can remember.  Tch explains they‟ll talk about unusual sports. | 2m  4m |
| 2 |  |  |  |  |
| 3 | Revise vocabulary |  | Pps discuss before you read for ex1 & answer in pairs. Tch  encourages class discussion with qs. | 6m |
|  | Revise grammar |  |  |  |
| 4 |  |  | Pps listen & read for ex2. Tch checks comprehension with qs | 10m |
| 5 | Get the gist of short factual school texts. | -  Rating scale | Pps work for activity book‟s ex1 individually then in pairs to find answers (after you read ). | 7m |
| 6 | Scan a text for specific info.  Identify similarities and differences in the facts between two texts on the  same topic. |  | Pps work on A.B. ex2 T/F individually then correct the false ones  Pps listen and complete for ex3. Tch checks both.  Tch divides pps for groups & they divide work for the project. Tch helps and facilitates | 9m  7m |

(Daily follow- up table)

Reflection:

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| Number of classes: | date: from ………………to ……………….. | Lesson nine: English in action |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lesson ten: Literacy: brochures and adverts |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

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

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| Number of classes: | date: from ………………to ……………….. | Lessons eleven **and** twelve: Writing |
| Previous learning: unit 5 | Vertical Integration: - | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructional Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2 | Students are supposed to: Write a brochure  Revise vocabulary | Pp‟s  Book  Activity Book | - Direct Instruction: Qs answers Work with the book  Direct reading activities  -Groupwork: Discussion | -Performance - based assessment: Performance  Speech | -Check list | Starting the lesson pps write as many new vocabs from unit 5 as they can remember.  Tch explains pps will write a brochure.  Pps read the text and tick the correct answer. Ex1 | 2m  2m 7m |
| 3 | Revise grammar |  |  |  | Tch checks comprehension with qs. | 7m |
| 4  5 | Find specific information about typical free time activities for young people in simple illustrated information leaflets.  Find specific information in  extended informational texts using text features | White Board | -Observation: Random observation | - Rating scale | Pps work individually to read the *How to write... box* then circle the correct options about the brochure. Tch checks.  Tch reads the *Writing tip* to pps then monitors and helps pps with ideas to write individually their brochures about a different extreme sport.  Pps evaluate their own work and double check their spelling and punctuation. | 10m 9m  5m |
| 6 | Write short, simple descriptive texts on familiar topics, if provided with key words and supported by pictures |  |  |  | Finishing the lesson: Pps write down what they achieved in their learning diary.  Pps do all exercises in A.B. individually then check with partners and Tch cheks all in the end. | 3m  1 Class |

(Daily follow- up table)

Reflection:

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

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| Number of classes: | date: from ………………to ……………….. | Lesson one: World of Wonder! Magazine |
| Previous learning: | Vertical Integration: - | Horizontal Integration: |

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| No | Specific Outcomes | Material  / Restores | Instruction al Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
|  | Students are supposed to: |  | - Direct Instruction: Qs answers Work with the book Direct reading activities  -  Groupwork  :  Discussion Group work  Pair work |  |  | Starting the lesson; Tch asks pps What shops do you like? | 2m |
| 1  2 | Learn and use words and phrases for shopping  Infer unstated info in simple stories or descriptive texts if guided. | Pp‟s  Book  Activity Book | -  Performance  - based assessment: Performance  Speech | -Check list | Explains to pps they‟ll learn to talk about shopping.  Tch reads the introduction and explains the qs then Pps answer and discuss in pairs. | 1m 6m |
| 3  4 | Give brief reasons for their opinions on familiar topics  Repeat phrases and short sentences. | Mobile phone & Speaker  White Board | -  Observation: Random observation | -  Rating scale | Pps work on ex2 in pairs then listen to audio and answer. Tch monitors & consolidates understanding.  Pps listen and read then answer ex3. Tch checks. Pps work in paird to answer ex4. Tch checks. | 7m  5m 5m |
| 5 | Talk about matters of personal  information and interest in some detail. |  |  |  | Pps work for ex5 in pairs and Tch walks around, monitors and asks different pps to offer answers. | 8m |
|  |  |  |  |  | Pps work on A.B. ex1,2,3 individually then compare & check with partners | 10m |
|  |  |  |  |  | Finishing the lesson: Tch asks “*Are phrases harder to remember than single words? How will you learn these words and phrases?*”. | 1m |

(Daily follow- up table)

Reflection:

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| Day & Date | Section | Period | Fulfilled Outcomes | Homework |
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Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson. Prepared by: School principle …………………….. Date ………….... Signature ………………..

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

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| Number of classes: | date: from ………………to ……………….. | Lesson two: Team Talk |
| Previous learning: | Vertical Integration: - | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructional Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3 | Students are supposed to:  Listen and read a dialogue about shopping.  Understand the main points of short simple dialogues related to everyday situations.  Scan a simple text to find specific information. | Pp‟s  Book  Activity Book  Mobile phone & Speaker | - Direct Instruction: Qs answers Work with the book Direct reading activities | -  Performance  - based assessment: Performance Speech  Role playing. | -Check list  -  Rating scale | Starting the lesson; Tch revises the shopping words using the Lollipop stick technique  Tch explains that in this lesson pps will read about shopping. Pps listen and skim the dialogue to answer ex1.  Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers.  Tch presents extra questions for pps to answer. | 2m  4m 6m 9m |
| 4 | Understand some details in extended dialogues on familiar everyday topics | White Board | -Groupwork: Discussion Group work Pair work | -  Observation: Random observation |  | Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.  Pps ask & answer for ex4 in pairs. Tch supervises. | 8m  6m |
| 5 | Act out a short dialogue or role play |  |  |  |  | Pps work on A.B. ex1,2,3 individually then compare & check  with partners | 8m |
| 6 | Give brief reasons for their opinions on familiar topics. |  |  | Lollipop stick technique |  | Finishing the lesson: Tch asks pps to think of a question about shopping to ask the class and choose someone to answer using the Lollipop stick technique. | 2m |

(Daily follow- up table)

Reflection:

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| Number of classes: | date: from ………………to ……………….. | Lessons three **and** four: Grammar |
| Previous learning: v.1 & future simple | Vertical Integration: 5th & 6th Grades | Horizontal Integration: - |

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

(Daily follow- up table)

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| **Semester Plan No ( 2 )** | **Lesson Plan** | **Page No ( 1 )** |
| Class / level: 7th grade |  | Unit title: **6 Spend or save.** |
| Number of classes: | date: from ………………to ……………….. | Lesson five: Book Club |
| Previous learning: zero & 1st conditionals | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lessons six **and** seven: Vocabulary and Grammar |
| Previous learning: zero & 1st conditionals | Vertical Integration: | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructional Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
|  | Students are supposed to: |  | - Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion Group work Pair work |  |  | Starting the lesson; Tch asks *What would the poet in Lesson5 do?* | 2m |
| 1  2 | Use words for imaginary situations  Use the second conditional | Pp‟s  Book  Activity Book | -Performance  - based assessment: Performance Speech | -Check list | Tch teaches the new words. (note: Follow Tch‟s Book‟s  Presentation)  Pps look at pictures, listen to audio & answer ex1. | 7m  5m |
| 3  4 | Scan a simple text to find specific information  Write a very simple story, given prompts or a model | Mobile phone & Speaker  White Board | -Observation: Random observation | -  Rating scale | Pps work in pairs to find the words on ex2 referring to page 22. Pps answer ex3 in reference to the same page. Tch checks answers  Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4. | 8m 5m  6m |
| 5 | Repeat phrases and short  sentences |  | Lollipop stick  technique |  | Pps listen to audio and answer the qs for ex5,6. Tch monitors. | 10m |
| 6 | Do Activity book exercises. |  |  |  | Finishing the lesson: Tch uses the Summative qs technique, asks *If you were the teacher, what would you ask your pps to do for homework?* | 2m |
|  |  |  |  |  | Pps individually do all exercises in A.B. then check with partners | 1 Class |

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lesson eight: Culture |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lesson nine: English in action |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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| No | Specific Outcomes | Material  / Restores | Instructional Strategy | Assessment | | Procedures | Duration |
| Strategy | Tool |
| 1  2  3 | Students are supposed to:  Learn to make a complaint  Practise intonation in questions and statements  Understand the main  points of a short dialogue. | Pp‟s  Book  Activity Book  Mobile phone & Speaker | - Direct Instruction: Qs answers Work with the book Direct reading activities | -  Performance  - based assessment: Performance Speech  Role playing | -Check list  -  Rating scale | Starting the lesson; Tch writes *A complaint* on the board & explains its meaning then asks *Have you ever made a complaint in a shop? What was the problem?*  Tch explains they‟ll learn to make a complaint.  Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.  Tch reads out the sentences in *Say it! box* and have pps repeat as a class then answer ex2 in pairs. | 2m  3m 7m  8m |
| 4 | Act out a short dialogue or role play | White Board | -Groupwork: Discussion Group work  Pair work | -  Observation: Random observation |  | Pps act out the dialogues in pairs and Tch monitors.  Tch plays the audio once then a 2nd time pausing after each line and have pps repeat then a 3rd time. Pps answer the qs. | 8m  5m |
| 5 | Identify the context in which an everyday conversation is taking  place |  |  |  |  | Pps work on A.B. ex1(read, answer, listen), ex2 (write & act a dialogue), ex3 (listen & complete) individually then check with partners. Tch monitors | 10m |
|  |  |  |  |  |  | Finishing the lesson: Tch uses thought-provoking qs to ask pps  *Do people make complaints like this in your country/language?* | 2m |

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lesson ten: Literacy: emails |
| Previous learning: - | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

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| Number of classes: | date: from ………………to ……………….. | Lessons eleven **and** twelve: Writing |
| Previous learning: unit 6 | Vertical Integration: - | Horizontal Integration: - |

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

(Daily follow- up table)

Reflection:

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