

# Semester Plan No ( 2 )

# Lesson Plan

Class / level: 9th grade

Unit title: 9

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

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

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.

Prepared by :

School principle .....

Date .....

Signature .....

Supervisor .....

Date .....

Signature .....



Class / level: 9th grade

Number of classes: 2

Previous learning: \_

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

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

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: \_\_\_\_\_

date: from .....to 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: from .....to .....LESSON 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
				-Observation: Random observation	- Rating scale	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	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				Rating scale	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.

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



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