

Lesson Plan

Subject: 9 grade

Unit Title: Unit 1: Looking Good

Lesson Title: Lesson 1A & 1B (Student's Book & Workbook)

Number of Classes ()

Previous

Learning: grade

The Main Outcomes: 1 _ Students will correctly use Present Simple for routines and Present Continuous for temporary actions. 2_ Students will accurately identify and apply state verbs vs. action verbs. 3_ Students will use new vocabulary related to appearance and dressing.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage nt	Prepare a mini-quiz on the two tenses. Gather real-world examples of people's habits and temporary situations. Print worksheets for pair-work exercises from the workbook.	Students will discuss their daily routines and what they're doing right now.	
2- Explanation	Start with a brief, interactive quiz. Explain the rules for each tense clearly, using a timeline for visual learners. Highlight the difference between state verbs and action verbs. Guide students through the exercises in the Student's Book and assign the workbook pages for reinforcement.	Students will complete grammar exercises, create their own sentences, and practice verb-matching games. They will fill out the grammar-focused pages in their workbooks.	
3- Elaboration	For students who finish early, challenge them to create a dialogue using only state verbs, or write a paragraph about a day in the life of a fictional character using both tenses.	Provide struggling students with simplified sentences and clear visuals to help them differentiate between the tenses. Use a color-coding system to highlight state verbs.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills. Unit 1: Looking Good	The teacher and student will confirm learning with a final, quick exercise where students write two sentences about themselves: one true, one false. The teacher collects them for a quick check, and students confirm they feel confident in the lesson's grammar.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

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School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 2A & 2B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use a variety of vocabulary to describe physical appearance and clothes. 2_ Students will distinguish between clothing materials, patterns, and styles. 3_ Students will write a short, descriptive paragraph about their favorite outfit.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare flashcards with different clothes, materials, and patterns. Print pictures of diverse people for description exercises.	Students will brainstorm and share words they already know to describe clothes and people.	
2- Explanation	Present the new vocabulary using the flashcards and images. Read the texts from the Student's Book, pointing out the use of descriptive words. Guide a class discussion about fashion differences between generations.	Students will match the new vocabulary to the images, read the texts to find specific details about clothing, and participate in a class debate about fashion. They will then complete the vocabulary-focused exercises in the workbook.	
3- Elaboration	For advanced students, ask them to design an outfit for a specific event and justify their choices using the lesson's vocabulary.	Provide a glossary of all the new terms with simple definitions and example sentences. Give struggling students a fill-in-the-blank worksheet to practice the new words.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	Learning is confirmed when students successfully complete the workbook exercises and when the teacher observes their ability to use the new vocabulary in conversation and written descriptions.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 3A & 3B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will identify the main idea and key details from an audio podcast. 2_ Students will use vocabulary related to facial features and jobs in the entertainment industry. 3_ Students will recognize and correctly pronounce words that contain silent letters.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of questions to guide students before the listening activity. Have a list of words with silent letters ready for pronunciation practice.	Students will predict the content of the podcast based on its title and image.	
2- Explanation	Explain the purpose of the listening task. Advise students to listen for keywords and main ideas first, then for specific details. After the listening, review the new vocabulary and then introduce the concept of silent letters with clear examples.	Students will listen to the podcast, answer the guiding questions, and complete the sentences with the correct details. They will then work on the vocabulary and pronunciation exercises in the workbook.	
3- Elaboration	Ask advanced students to write a script for a fictional podcast interview, incorporating the new vocabulary and phrasal verbs from the unit.	Provide struggling students with a transcript of the podcast to follow along as they listen. For pronunciation, give a simple word-sorting activity based on the location of the silent letter.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher confirms learning by checking the accuracy of the students' answers to the listening questions, and the learner confirms confidence in the listening and speaking skills.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Lesson 4A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will identify the author's attitude and purpose in an article. 2_ Students will understand the use of phrasal verbs like look up to and get it wrong. 3_ Students will use compound adjectives to describe people and clothes.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare two short texts on the same topic but with different tones. Have a list of phrasal verbs and compound adjectives on the board.	Students will discuss their first impressions of people based on their clothing or appearance.	
2- Explanation	Explain that an author's attitude is conveyed through word choice, exaggeration, and comparisons. Introduce the new phrasal verbs and compound adjectives, explaining their specific meanings.	Students will read the article, identifying sentences that express a specific attitude. They will rewrite sentences using the new phrasal verbs and practice creating their own sentences with compound adjectives.	
3- Elaboration	Ask advanced students to write a short essay arguing for or against the idea that "appearance is not important."	Provide a worksheet that breaks down the article into smaller paragraphs, with specific questions for each, to help struggling students find key information.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	Learning is confirmed when students can accurately identify the author's tone and correctly apply the new phrasal verbs and compound adjectives in conversation and written descriptions.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 5A & 5B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use articles (a/an, the, Ø) correctly in sentences. 2_ Students will identify when no article is needed, especially with plural and uncountable nouns. 3_ Students will understand the pronunciation difference between /ðə/ and /ði:/ when using "the".

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a short text with missing articles for a warm-up activity. Prepare a pronunciation exercise focusing on words beginning with vowel and consonant sounds.	Students will read a short text and identify where articles are used.	
2- Explanation	Explain the rules for articles. Highlight that "a/an" is used for a new or non-specific item, "the" is for a specific item, and the absence of an article is for general or uncountable nouns. Conduct a pronunciation drill for "the" with a list of words.	Students will complete a blog post exercise from the workbook, filling in the missing articles. They will then write a short paragraph about a memorable outfit from their past.	
3- Elaboration	The teacher can provide a list of common nouns and ask students to create sentences using each article appropriately. Challenge them to explain the rule they followed.	Provide a chart summarizing the rules for article usage with simple examples. Give a word-sorting activity based on the pronunciation of "the."	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can correctly complete the article-focused exercises in the workbook and explain their choices.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 6A & 7A (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will use phrases to clarify their message, politely interrupt, and check for understanding. 2_ Students will identify the key features of an informal email (e.g., greetings, tone, abbreviations). 3_ Students will write an informal email to a friend, providing news or opinions.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a set of conversational scenarios. Prepare a sample informal email with key features highlighted.	Students will discuss their opinions on school uniforms and workplace dress codes.	
2- Explanation	Explain the importance of polite conversation phrases. Guide students through the structure of an informal email, emphasizing a friendly, chatty tone and the use of contractions and abbreviations.	Students will role-play conversations using the phrases from the Student's Book. They will then practice writing an informal email, applying the rules they learned, perhaps by responding to a prompt in the workbook.	
3- Elaboration	The teacher can provide a formal email and challenge students to rewrite it informally, maintaining the original message while changing the tone.	For students who need more practice, provide a list of formal sentences and ask them to convert them to informal ones.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when students can successfully apply conversational phrases in role-play and when the teacher provides feedback on their written informal emails.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Revision (Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will review and practice key vocabulary and grammar from the unit. 2_ Students will be able to apply their reading and listening skills. 3_ Students will demonstrate mastery of the unit's concepts through a comprehensive revision.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a cumulative quiz covering all grammar points and vocabulary from the unit.	Students will complete the self-assessment table in the workbook.	
2- Explanation	Lead a rapid-fire review session covering key vocabulary and grammar rules. Go over the revision exercises, explaining any difficult points.	Students will complete the revision exercises, which include vocabulary matching, grammar tasks, and a reading comprehension passage. They will also practice speaking skills in a group discussion and a writing task.	
3- Elaboration	The teacher can design a "Unit 1 Challenge" game where teams compete to answer questions about the unit's content.	Students can be provided with extra worksheets on their weaker areas identified during the self-assessment.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning through the completion of all revision exercises, allowing the student to feel prepared for a unit test and the teacher to confirm overall mastery.	

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Lesson Plan

Subject: 9 grade

Unit Title: Unit 2: The Digital Mind

Lesson Title: Lesson 1A & 1B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will use Present Perfect Simple for finished actions with a present result. 2_ Students will use Present Perfect Continuous for activities that started in the past and may still be continuing. 3_ Students will identify vocabulary related to space exploration.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a timeline of the Voyager mission. Create a list of verbs related to scientific discovery.	Students will discuss a task they have just finished versus a project they are still working on.	
2- Explanation	Explain that Present Perfect Simple focuses on the result, while Present Perfect Continuous focuses on the duration or ongoing nature of an activity.	Students will read the conversation and text about the Voyager program, highlighting sentences that use each tense. They will complete exercises that differentiate between the two tenses in the workbook.	
3- Elaboration	The teacher can provide a list of recent scientific discoveries and ask students to write a short report using both tenses.	Provide visual aids illustrating the difference between the two tenses and a list of common time expressions for each.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills. Unit 2: The Digital Mind	The teacher and learner will confirm learning when the student can accurately explain the difference between the two tenses using their own examples.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 2A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use skimming and scanning to find information in an article. 2_ Students will identify the main ideas and specific details of a text about Artificial Intelligence. 3_ Students will correctly form nouns from verbs found in the text.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a short video clip or image series illustrating different applications of AI. Write a list of key terms like Narrow AI and General AI on the board.	Students will share their thoughts on the pros and cons of technology and AI.	
2- Explanation	Introduce the reading strategies of skimming and scanning. Guide students to use skimming to get the overall idea and scanning to locate specific details.	Students will read the text, apply the skimming and scanning strategies, and answer comprehension questions. They will then work in pairs to match verbs from the text with their noun forms.	
3- Elaboration	The teacher can challenge students to create a mind map of the article, connecting main ideas to real-world examples.	Provide struggling students with a simplified version of the text and highlight key terms to make scanning easier.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can answer a series of questions about the text in a timed, "scanning" activity.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 3A & 3B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use vocabulary related to science (e.g., gravity, radiation, pressure). 2_ Students will apply idiomatic phrases with think and mind. 3_ Students will discuss a personal situation where they had to make an important decision.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare images or a short video demonstrating scientific concepts like gravity and pressure. Create flashcards with the idiomatic phrases.	Students will discuss their experiences visiting a museum or exhibition.	
2- Explanation	Explain the scientific vocabulary using visuals. Then, introduce the idiomatic phrases and explain their metaphorical meanings using relatable scenarios.	Students will read and complete a museum information text. They will then listen to a podcast and identify the phrases used by the speakers. They will practice a fill-in-the-blank exercise in the workbook.	
3- Elaboration	The teacher can ask students to create their own dialogue using at least three of the new idioms. They should then act out the dialogue.	Provide a list of the idioms with clear definitions and example sentences. Give a fill-in-the-blank worksheet for extra practice.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can correctly apply the new idioms in a short paragraph about a personal decision.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 4A & 4B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will correctly use verbs followed by the -ing form or the infinitive. 2_ Students will distinguish between verbs that change meaning depending on the verb pattern (e.g., remember doing vs. remember to do). 3_ Students will talk about activities they enjoy and their future plans using the new verb patterns.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of verbs that take different patterns. Write sentences on the board that require students to choose between the infinitive and -ing forms.	Students will take a short quiz about the human brain.	
2- Explanation	Explain the rules for verbs that take either the -ing form or the infinitive. Focus on the verbs where the meaning changes, providing clear examples for each. Assign exercises from the workbook for practice.	Students will complete a text about brain health, choosing the correct verb forms. They will then rewrite sentences to practice different verb patterns.	
3- Elaboration	The teacher can challenge students to write a short blog post about their passions and future goals, using at least five different verb patterns.	Provide a table with common verbs and their corresponding patterns (e.g., enjoy + -ing, want + to-infinitive).	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when students can correctly complete the grammar exercises and explain the reason for their choices.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 5A & 5B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will identify the main idea and key details in an interview about drones. 2_ Students will use vocabulary related to drones and their applications. 3_ Students will identify and practice the pronunciation of different vowel sounds in words containing the letter 'o'.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a presentation with images of different drone applications. Prepare a list of words with the letter 'o' for pronunciation drills.	Students will share their experiences or opinions about drones.	
2- Explanation	Explain the various uses of drones and their impact on society. Play the podcast interview, guiding students to listen for the specific uses discussed. After, introduce the pronunciation rules for the letter 'o' with examples like got /p/ vs. do /u:/.	Students will listen to the podcast and complete a notes activity. They will then practice pronunciation drills in pairs.	
3- Elaboration	The teacher can ask students to research a new or emerging use for drones and present their findings to the class.	Provide a list of the words with their phonetic transcription to help students with pronunciation.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can successfully answer the listening questions and accurately pronounce the target words.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 6A & 7A (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will make suggestions, express opinions, and compare options to reach a group decision. 2_ Students will write a blog post with a clear introduction, body, and conclusion. 3_ Students will use an informal, chatty style in their blog post.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a series of hypothetical scenarios for group decision-making. Provide a sample blog post for analysis.	Students will discuss what they usually do on weekends, both when the weather is good and bad.	
2- Explanation	Introduce the phrases and strategies for making choices in a group. Then, guide students through the key elements of writing a blog post, including using an engaging title, short paragraphs, and a clear structure.	Students will work in groups to decide on a weekend plan, using the phrases from the lesson. They will then write their own blog post about a topic of their choice.	
3- Elaboration	The teacher can challenge students to create a "debate" on a technology-related topic, using the phrases for making choices and expressing opinions.	Provide students with a checklist for writing their blog post to ensure they include all the key elements.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can actively participate in a group decision-making task and when the student's blog post demonstrates a clear, informal structure.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Revision (Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will consolidate their knowledge of grammar and vocabulary from the unit. 2_ Students will be able to apply their reading and listening skills to new texts and scenarios. 3_ Students will be able to write an article for a competition.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a cumulative quiz and a review sheet covering all grammar points and vocabulary from the unit.	Students will complete the self-assessment page in the workbook, identifying areas for improvement.	
2- Explanation	Lead a review session, addressing any questions from the self-assessment. Work through the revision exercises together, correcting common mistakes and reinforcing key concepts.	Students will complete all the revision exercises, including grammar, vocabulary, reading, listening, and writing tasks. They will also practice speaking skills in a group discussion.	
3- Elaboration	The teacher can ask students to create their own review questions for the unit.	Provide extra worksheets on grammar points identified as weak areas.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning through the successful completion of the revision exercises and a final writing task, such as the article for the competition.	

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Lesson Plan

Subject: 9 grade

Unit Title: Unit 3: Active and Healthy

Lesson Title: Lesson 1A & 1B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will use the Past Simple, Past Continuous, and Past Perfect tenses to narrate a story. 2_ Students will distinguish between the different past tenses based on the timeline of events. 3_ Students will use vocabulary related to sports and athletes.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a slideshow of images depicting a sequence of events (e.g., training, competing, winning). Create a list of verbs related to sports.	Students will discuss their favorite athlete or a memorable sporting event.	
2- Explanation	Explain how Past Perfect describes an event that occurred before another past event, and how Past Continuous sets the scene for a Past Simple action.	Students will read the text about Aaron "Wheelz" and identify how each past tense is used. They will complete grammar exercises in the workbook to apply the rules.	
3- Elaboration	The teacher provides a text about a historical sporting event and asks students to re-order the events using a combination of past tenses.	Students are given a short story with jumbled sentences and asked to arrange them in the correct chronological order.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills. Unit 3: Active and Healthy	Students write a short paragraph about a past personal achievement. The teacher checks for the correct use of a mix of past tenses.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 2A & 2B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will use new vocabulary to talk about sports, fitness, and exercise. 2_ Students will use phrases like get into shape and out of breath. 3_ Students will describe how to stay fit using correct terminology for injuries and facilities.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare cards with different sports and fitness equipment. Print a copy of the leisure center leaflet for each group.	Students will brainstorm a list of sports and fitness activities they enjoy.	
2- Explanation	Present the new vocabulary for sports facilities, equipment, and injuries. Use the leaflet as a visual aid to explain terms like rowing machines and weightlifting.	Students will read a text about a fitness center and solve exercises related to the new vocabulary in the workbook.	
3- Elaboration	The teacher asks students to research a lesser-known sport and create a short report on its rules, equipment, and benefits.	Students work in groups to design a "fitness program" for a fictional character.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	Students write a sentence about their personal fitness goals. The teacher confirms the accurate use of the new vocabulary.	

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Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 3A & 3B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will identify the speaker's purpose in a conversation. 2_ Students will use vocabulary related to injuries and emergencies. 3_ Students will correctly pronounce words with different syllable stresses.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare cards with different emergency scenarios. Create a list of words with two syllables for pronunciation practice.	Students will discuss emergency numbers and how to react in different emergencies.	
2- Explanation	Explain the importance of identifying the speaker's purpose (e.g., to inform, advise, complain). Introduce vocabulary for injuries. Explain the rules for noun and verb syllable stress with examples.	Students will listen to conversations and identify the speakers' purposes. They will then work on vocabulary and pronunciation exercises in the workbook.	
3- Elaboration	The teacher provides more complex scenarios and asks students to create a dialogue for each.	Students are given a list of injuries and asked to write a sentence for each, explaining what happened.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can successfully identify the speaker's purpose and correctly pronounce the target words.	

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Subject: 9 grade

Unit Title:

Lesson Title: Lesson 4A & 4B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use used to and would to talk about past habits and routines. 2_ Students will differentiate between using used to for past states and would for past repeated actions. 3_ Students will correctly use the Past Simple when an action happened only once.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of past habits and routines. Create a set of "before and after" pictures for discussion.	Students will discuss how their lives have changed since they were children.	
2- Explanation	Explain the specific uses of used to and would. Emphasize that used to can describe past states and habits, while would can only describe past habits. Guide students to use the Past Simple for single, completed actions.	Students will listen to a conversation and complete a text using the correct tense. They will then work on grammar exercises in the workbook.	
3- Elaboration	The teacher can challenge students to write a short text about how their city or neighborhood has changed over the years.	Students are given a list of verbs and asked to write a sentence for each using used to or would.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can correctly use used to and would in conversations and written exercises.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 5A & 6A (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will use indirect questions to make polite requests and ask for information. 2_ Students will use new vocabulary to discuss diet and nutrition. 3_ Students will read an article about healthy eating and identify the main ideas.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of direct questions and their indirect counterparts. Prepare a menu with healthy and unhealthy food options for a role-play activity.	Students will discuss healthy and unhealthy foods they eat.	
2- Explanation	Explain the structure and purpose of indirect questions. Read the article on healthy eating, pointing out key vocabulary related to food and nutrition. Guide a discussion on the article's main points.	Students will practice converting direct questions into indirect ones. They will then read the article, answer questions, and participate in a class discussion about eating habits.	
3- Elaboration	The teacher can ask students to research a national dish from their country and write a short paragraph about its nutritional value.	Provide a worksheet that helps students convert direct questions to indirect questions step-by-step.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can correctly form indirect questions in role-play and demonstrate understanding of the article's main points.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Lesson 7A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will identify the key features of a short story. 2_ Students will use a combination of past tenses and adjectives to add detail to their stories. 3_ Students will write a creative short story with a clear plot.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a set of four sequential pictures that tell a story. Have a list of vivid adjectives and adverbs on the board.	Students will work in pairs to create a story based on the pictures.	
2- Explanation	Explain the key elements of a short story: beginning, middle, and end. Emphasize the use of a variety of past tenses and descriptive language to make the story engaging.	Students will read a sample short story and then write their own story based on the pictures or on a personal experience.	
3- Elaboration	The teacher can provide a list of story prompts and challenge students to write a story for each, focusing on a different narrative voice each time.	Provide a "story planner" worksheet to help students organize their ideas before they start writing.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the teacher provides feedback on the written stories and the student feels confident in their creative writing skills.	

***Self-Reflection on Learning and Teaching:**

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Revision (Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will consolidate their knowledge of grammar and vocabulary from the unit. 2_ Students will be able to apply their reading and speaking skills to new contexts. 3_ Students will demonstrate mastery of the unit's concepts through a comprehensive revision.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a cumulative quiz and a review sheet covering all grammar points and vocabulary.	Students will complete the self-assessment page in the workbook.	
2- Explanation	Lead a review session, addressing any questions from the self-assessment. Work through the revision exercises together, reinforcing key concepts.	Students will complete all the revision exercises, including grammar, vocabulary, reading, and speaking tasks.	
3- Elaboration	The teacher can ask students to create their own review questions for the unit.	Provide extra worksheets on grammar points identified as weak areas.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning through the successful completion of the revision exercises and a final writing task.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title: Unit 4: Time to Move

Lesson Title: Lesson 1A & 1B (Student's Book & Workbook)

Number of Classes ()

Previous

Learning: grade

The Main Outcomes: 1 _ Students will use modal verbs (must, have to, should, can't) to express necessity, prohibition, and permission. 2_ Students will differentiate between mustn't (prohibition) and don't have to (lack of necessity). 3_ Students will use modal verbs to give advice and make requests.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of common travel rules and regulations. Create a set of cards with different modal verbs for a practice game.	Students will discuss the rules and expectations when traveling by airplane.	
2- Explanation	Explain the functions of modal verbs using real-world travel examples. Clarify the distinction between different modal pairs, such as can (ability/permission) and may (polite permission).	Students will read passenger comments and identify the modal verbs and their functions. They will then complete grammar exercises in the workbook.	
3- Elaboration	The teacher provides a scenario (e.g., "designing rules for a new city transport system") and asks students to write a list of regulations using modal verbs.	Provide a visual chart summarizing the different modal verbs and their functions with examples.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills. Unit 4: Time to Move	The teacher and learner will confirm learning when the student can correctly apply modal verbs in conversation and written exercises.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 2A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will identify the author's attitude (positive, negative, or neutral) in an article. 2_ Students will recognize writing techniques such as exaggeration and word choice. 3_ Students will use new phrases related to holidays and travel.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a short, neutral text and a task for students to rewrite it with a positive or negative tone.	Students will discuss a memorable holiday they had.	
2- Explanation	Explain that an author's attitude is conveyed through subtle clues in the text. Guide students to look for emotional language, hyperbole, and specific comparisons.	Students will read the article "How to have the perfect family holiday," identify the author's attitude, and answer comprehension questions.	
3- Elaboration	The teacher challenges students to find an article about travel and analyze the author's attitude, presenting their findings to the class.	Provide a list of attitude-conveying words (e.g., frustrating, hilarious, memorable).	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	Learning is confirmed when students can accurately identify the author's tone and justify their answer with examples from the text.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 3A & 3B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use vocabulary for travel essentials and travel phrases. 2_ Students will learn to pronounce linking words in English for smoother speech. 3_ Students will plan and describe what they would pack for a trip.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a "packing list" for a specific trip (e.g., camping). Prepare audio clips that demonstrate correct linking word pronunciation.	Students will share their own personal packing tips.	
2- Explanation	Introduce new vocabulary for travel essentials like sunblock and power bank. Explain the common travel phrases like hit the road. Then, introduce the concept of linking words and why it makes spoken English sound natural.	Students will match travel essentials with their descriptions. They will listen to audio clips and practice linking words.	
3- Elaboration	The teacher asks students to create a "survival kit" for a fantasy scenario (e.g., a trip to Mars) and explain their choices using the new vocabulary.	Provide a list of common phrases and their linked pronunciation.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can successfully use the travel vocabulary in a discussion and accurately pronounce linked words.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 4A & 4B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use defining and non-defining relative clauses. 2_ Students will correctly use pronouns like who, which, where, and whose. 3_ Students will understand the use of commas in non-defining relative clauses.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare sentences that require students to combine them using relative clauses. Highlight the use of commas for non-defining clauses.	Students will read an email from a friend who is on a trip.	
2- Explanation	Explain that defining clauses provide essential information, while non-defining clauses provide extra, non-essential information. Emphasize the role of commas in non-defining clauses.	Students will read the email, identify the relative clauses, and complete grammar exercises in the workbook.	
3- Elaboration	The teacher can provide a list of historical figures and ask students to write sentences about them using both defining and non-defining clauses.	Provide a flow chart that guides students on when to use commas and which relative pronoun to choose.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can correctly combine sentences using relative clauses and justify the use of commas.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 5A & 6A (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will identify specific information in an audio program about urban pollution and transport. 2_ Students will use a range of language to express agreement and disagreement. 3_ Students will discuss solutions to urban transport problems.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of phrases for agreement and disagreement. Have a list of urban transport issues (e.g., congestion, pollution) on the board.	Students will describe their city's transport system.	
2- Explanation	Explain the key terms for urban transport and pollution. Play the audio program, and guide students to listen for specific details. Introduce phrases for agreement and disagreement, emphasizing respectful tone.	Students will listen to the audio, answer questions, and then participate in a group discussion about a local transport problem, practicing the new phrases.	
3- Elaboration	The teacher can challenge students to debate a controversial urban planning topic.	Provide a "phrase bank" of expressions for agreeing and disagreeing to help students structure their arguments.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can answer questions about the audio and participate effectively in the discussion.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 7A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will write a formal email of enquiry. 2_ Students will use formal language, greetings, and closing remarks. 3_ Students will structure their emails with a clear subject line and well-organized paragraphs.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a sample formal email with key features highlighted. Create a writing rubric to guide students.	Students will read an advertisement for a city tour and discuss what information they would need to know.	
2- Explanation	Explain the purpose of a formal email and its key components: formal greetings, clear subject line, concise body, and professional closing. Provide examples of formal phrases.	Students will read an ad and then write their own formal email of enquiry, applying the rules of the lesson.	
3- Elaboration	The teacher can challenge students to research a university course they are interested in and write a formal email to the admissions office.	Provide a template or graphic organizer to help students structure their email and ensure they include all necessary components.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the teacher provides feedback on the written email and the student feels confident in their ability to write a formal email.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Revision (Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will consolidate their knowledge of grammar and vocabulary from the unit. 2_ Students will apply their reading, listening, and speaking skills. 3_ Students will demonstrate mastery of the unit's concepts through a comprehensive revision.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a cumulative quiz and a review sheet covering all grammar points and vocabulary.	Students will complete the self-assessment page in the workbook.	
2- Explanation	Lead a review session, addressing any questions from the self-assessment. Work through the revision exercises.	Students will complete all the revision exercises, including grammar, vocabulary, reading, listening, and speaking tasks.	
3- Elaboration	The teacher can ask students to create their own review questions for the unit.	Provide extra worksheets on grammar points identified as weak areas.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning through the successful completion of the revision exercises.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title: Unit 5: The Next Step

Lesson Title: Lesson 1A & 1B (Student's Book & Workbook)

Number of Classes ()

Previous

Learning: grade

The Main Outcomes: 1 _ Students will use a variety of forms to talk about future plans, arrangements, and intentions. 2_ Students will distinguish between predictions based on evidence and those based on opinion. 3_ Students will use adverbs like definitely and probably to express degrees of certainty.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Prepare a set of cards with different future scenarios. Create a list of future forms on the board.	Students will discuss their feelings about exams and their plans for the next week.	
2- Explanation	Explain the different forms used to talk about the future: Present Continuous for arrangements, be going to for intentions, and will for decisions and predictions.	Students will read a dialogue and match sentences to their meanings. They will then complete grammar exercises in the workbook.	
3- Elaboration	The teacher challenges students to write a short story set ten years in the future, using a variety of future forms.	Provide visual aids illustrating the different future forms and their functions.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills. Unit 5: The Next Step	The teacher and learner will confirm learning when the student can correctly apply the future forms in conversations and written exercises.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 2A & 2B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use a variety of phrasal verbs related to studying. 2_ Students will understand phrases like pull your socks up and fall behind. 3_ Students will talk about their own study habits and future plans.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of phrasal verbs and their definitions. Create a dialogue with missing phrasal verbs.	Students will discuss their study routines and how they organize their homework.	
2- Explanation	Explain the meaning of each phrasal verb using real-world examples. Highlight the difference between separable and inseparable phrasal verbs.	Students will read a short text and a dialogue, and complete exercises with the new phrasal verbs.	
3- Elaboration	The teacher challenges students to create their own dialogue between two students struggling with their studies, using as many phrasal verbs as possible.	Provide a list of the phrasal verbs with clear definitions and example sentences.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can successfully use the new phrasal verbs in a discussion about studying.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 3A & 3B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will use the Future Continuous and the Future Perfect tenses. 2_ Students will identify when to use each tense for actions in progress or completed by a certain time. 3_ Not detailed in the provided sources.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a university open day schedule. Create a list of time expressions used with each tense.	Students will discuss their future plans after high school.	
2- Explanation	Explain the Future Continuous for actions in progress at a specific time and the Future Perfect for actions that will be completed by a certain time in the future.	Students will read a schedule and complete grammar exercises in the workbook. They will then write sentences using the new tenses.	
3- Elaboration	The teacher challenges students to create their own future timeline, marking events with the appropriate tense.	Provide a flow chart to help students decide which tense to use based on the context.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can correctly apply the new tenses in their written work.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Lesson 4A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will describe their strengths and weaknesses. 2_ Students will use phrases to talk about time management, working under pressure, and problem-solving. 3_ Students will participate in a simple interview by asking and answering questions.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a list of common interview questions. Create a worksheet for students to list their own strengths and weaknesses.	Students will discuss what makes a good first impression in a job interview.	
2- Explanation	Explain the importance of being able to articulate one's strengths and weaknesses. Provide examples of effective and ineffective answers to common interview questions.	Students will compare two people in an interview scenario. They will then role-play a job interview, practicing the phrases from the lesson.	
3- Elaboration	The teacher can provide more complex interview scenarios and challenge students to prepare and deliver a response for each.	Provide a "phrase bank" of expressions for describing strengths and weaknesses.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can effectively participate in the role-play and provide a confident self-evaluation.	

***Self-Reflection on Learning and Teaching:**

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 5A & 5B (Student's Book & Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will take effective notes while listening to an interview. 2_ Students will use vocabulary related to jobs and the gig economy.
3_ Students will be able to distinguish between different pronunciations of the letter "l".

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a podcast interview about the gig economy. Create a list of key terms (e.g., freelance, unpaid shifts).	Students will discuss their knowledge of different types of jobs.	
2- Explanation	Explain the concept of the gig economy. Advise students on effective note-taking strategies. Introduce the pronunciation of the "l" sound, differentiating between the light /l/ and dark /l/ sounds.	Students will listen to the podcast and take notes. They will then work on vocabulary and pronunciation exercises in the workbook.	
3- Elaboration	The teacher challenges students to research the gig economy in their own country and present their findings.	Provide a worksheet to guide students' note-taking. Give a list of words to help them practice the pronunciation of the "l" sound.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can answer questions about the podcast and correctly apply the pronunciation rules.	

***Self-Reflection on Learning and Teaching:**

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 6A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will identify specific details in an extended text about the future of work. 2_ Students will discuss the impact of automation on different types of jobs. 3_ Students will express an opinion on the future of work.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a reading passage about the impact of technology on jobs. Create a list of key terms (e.g., blue collar, white collar, repetitive).	Students will discuss what they think the future of work will look like.	
2- Explanation	Explain the key concepts and vocabulary related to the future of work. Guide students to read the text and find specific details to answer comprehension questions.	Students will read the text and then answer questions about it. They will then participate in a discussion about the pros and cons of automation.	
3- Elaboration	The teacher challenges students to research a specific job that they think will be in demand in the future and present their findings to the class.	Provide a glossary of all the new terms with simple definitions.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the student can accurately answer questions about the text and express their opinion on the future of work.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title: Lesson 7A (Student's Book)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1 _ Students will write a personal statement for a university application. 2_ Students will identify relevant skills and achievements and connect them to their chosen course. 3_ Students will write in a formal, concise style that is positive and not too modest.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a sample personal statement. Create a checklist of key components for students to follow.	Students will discuss what they would like to study at university and why.	
2- Explanation	Explain the purpose and structure of a personal statement. Emphasize the importance of showcasing skills and achievements and connecting them to the chosen course.	Students will read a sample personal statement and then write their own.	
3- Elaboration	The teacher challenges students to research a university and a course and write a complete application, including a personal statement.	Provide a template to help students structure their personal statement.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning when the teacher provides feedback on the written statement and the student feels confident in their ability to write a strong application.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 9 grade

Unit Title:

Lesson Title:Revision (Workbook)

Number of Classes ()

Previous Learning: grade

The Main Outcomes: 1_ Students will consolidate their knowledge of grammar and vocabulary from the unit. 2_ Students will apply their reading and speaking skills. 3_ Students will demonstrate mastery of the unit's concepts through a comprehensive revision.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Prepare a cumulative quiz and a review sheet covering all grammar points and vocabulary.	Students will complete the self-assessment page in the workbook.	
2- Explanation	Lead a review session, addressing any questions from the self-assessment. Work through the revision exercises.	Students will complete all the revision exercises, including grammar, vocabulary, reading, and speaking tasks.	
3- Elaboration	The teacher can ask students to create their own review questions for the unit.	Provide extra worksheets on grammar points identified as weak areas.	
4- Closing	Learning is confirmed when the teacher observes the student's active participation and successful completion of tasks, and the student feels confident in their ability to apply the new skills.	The teacher and learner will confirm learning through the successful completion of the revision exercises.	

*Self-Reflection on Learning and Teaching:

Class/Section	9						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant: