#### **Lesson Plan**

Page	No	1	
· upc			

Class /	level:	7th grade	
---------	--------	-----------	--

Number of classes: \_\_\_\_\_\_ date: from ......to ......

Unit title: Let's get started! Lesson one: World of Wonder! Magazine

Previous learning: jobs & hobbies vocabs

Vertical Integration: 6<sup>th</sup> grade

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material	Instructional	Assessn	nent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Get the gist of short, simple listening texts on familiar topics	Pp's Book	- Direct Instruction:	-Performance- based	-Chick list	Starting the lesson; Tch writes words on the board & pps interact.	5m
2	Understand short, school-related	Activity	Questions	assessment: Performance		Presenting the WOW! Team to pps.	2m
	messages in emails, text messages and social media postings	Book Audio	Work with the book Direct reading	Speech		Pps describe the pictures, listen to the audio &then answer Tch's comprehension qs.	10m
3	Scan several short, simple texts on the same topic to find specific information	CD White	activities	-Observation: Random observation	- Rubric	Pps individually write answers for ex2 then compare with partners &finally justify answers aloud.	10m
4	Give brief reasons for their opinions on familiar topics	Board	-Groupwork: Discussion Group work			Pps talk in pairs to discuss the qs in ex3 (relating to ex2) & Tch monitors.	7m
5	Revise vocabulary to describe hobbies and interests		Pair work			Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
6	know the new WOW! Team; & the unit topics					Finishing the lesson: Which do you think will be your favourite topic for the WOW! Magazine?	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

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

Prepared by:	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)
-------------

Class / level:	7th grade
----------------	-----------

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

Previous learning: WH questions

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

Vertical Integration: 6<sup>th</sup> grade

Unit title: Let's get started!
Lesson two: Team Talk

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material	Instruction	Assessm	ent	Procedures	Duration
		Restore	al Strategy	Strategy	Tool		
		S					
	Students are supposed to:					Starting the lesson; Tch asks simple WH qs & pps answer	3m
1	Follow extended stories and texts	Pp's	- Direct	-Performance	-Chick	using vocabs of sports &hobbies.	
		Book	Instruction:	- based	list		
2	Give brief reasons for own opinion		Qs answers	assessment:		Explains there'll be more about WOW! Team to pps.	1m
		Activity	Work with	Performance			
3	Talk about hobbies and interests,	Book	the book	Speech		Pps describe the children in pictures, listen to audio & match	6m
	using simple language	A 1'	Direct			December 2 in a contract of the Property of the Contract of th	10
1	A -1	Audio	reading	Oh	D1	Pps work on ex2 in pairs then listen to audio and answer ex3	10m
4	Ask a range of questions in guessing games to find the answer	CD	activities	-Observation: Random	- Rubric	individually. Tch makes sure pps have the correct answers.	
	guessing games to find the answer	White		observation		Pps find differences and similarities, in pairs, for ex4.	4m
5	Ask someone simple questions about	Board	_	observation		1 ps find differences and similarities, in pairs, for ex-	7111
	their life and experiences		Groupwork			Pps play the guessing game for ex5 in pairs and then work on ex6 in groups. Tch monitors.	10m
6	Listen to the main information in		Discussion			on exo in groups. Ten moments.	
	short, simple dialogues about		Group			Pps work A.B. ex1,2,3 individually then check with partners.	10m
	someone's hobbies and interests		work				
			Pair work			Finishing the lesson: What can you remember about the team	1m
7	know the new characters					members?	
8	Revise question words						
9	Revise vocabulary to describe people						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

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

#### **Lesson Plan**

	<b>Page</b>	No (	1
--	-------------	------	---

( = )		( - /
Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson one: World of Wonder! Magazine
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instruction	Assessment		Procedures	Duration
		/ Restores	al Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson; Tch asks pps to think of one word they	2m
1	Read a simple text about a past	Pp's	- Direct	-	-Chick	know connected to cities.	
	event	Book	Instruction:	Performance	list		
			Qs answers	- based		Explains to pps they'll learn to talk about city tourism	1m
2	Compare the advantages and	Activity	Work with	assessment:			
	disadvantages of different options	Book	the book	Performance		Tch explains the words advantages and disadvantages Pps	6m
	using linking words/ phrases		Direct	Speech		discuss the dis/advantages in pairs.	
		Audio	reading				
3	Repeat phrases and short sentences,	CD	activities		-	Pps work on ex2 in pairs then listen to audio and answer. Tch	10m
	if spoken slowly and clearly.			-	Rubric	monitors & consolidates understanding.	
		White		Observation:			
4	Describe past events or experiences	Board	-	Random		Pps listen and read then answer ex3. Tch checks.	5m
	using simple descriptive language.		Groupwork	observation			
			:			Pps work for ex4 in pairs and Tch walks around, monitors and	10m
5	Understand some details in longer		Discussion			asks different pps to offer answers.	
	dialogues on familiar everyday		Group				
	topics while listening.		work			Pps work on A.B. ex1,2,3 individually then compare & check	10m
			Pair work			with partners	
6	Use words for city tourism						
						Finishing the lesson: pps draw 12 boxes on paper, write the	1m
						new words they remember & Tch asks related qs.	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Note: keep a file (a kit of all the activities, worksheets and the recording strate	idiac) licad in thic laccan
NOTE: VEED A THE 14 KILOTAH LITE ACTIVITIES. WOLKSHEELS AND THE LECOLUMIS STIAL	.giesi useu III tilis lessoii.

Prepared by:	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page No (1)
-------------

Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson two: Team Talk
Previous learning: <u>past simple</u>	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional	Assessme		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Understand the main themes of a simplified story.	Pp's Book	- Direct Instruction:	-Performance- based	-Chick list	Starting the lesson; Tch asks pps to say one thing they remember about one of the WOW! Team members.	2m
2	Identify specific information in a simple story.	Activity Book Audio CD	Qs answers Work with the book Direct reading	assessment: Performance Speech Role playing.		Tch writes <i>fire</i> , <i>burn</i> and <i>fire</i> brigade on the board & writes <i>When</i> there is a, you must call the or the building will Pps try to fill in the gaps.	4m
3	Scan a simple text to find specific information.	White	activities	Role playing.	- Rubric	Pps listen and skim the dialogue to answer ex1.	6m
4 5	Act out a short dialogue or role play  Describe past events or experiences	Board	-Groupwork: Discussion Group work	-Observation: Random observation		Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers.  Tch presents extra questions for pps to answer.	11m
	using simple descriptive language.		Pair work			Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
6	Extract factual information from short, simple dialogues or stories about past events, if spoken slowly and clearly.			Lollipop stick technique		Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
7	read a dialogue about the Monument in London					Finishing the lesson: Summative question technique 'what they remember about the Monument in London'.	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
			_		*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
Note: keep a file (a	kit of all the a	ctivities, w	orksheets and the recor	ding strategies) us	ed in this lesson.

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

#### **Lesson Plan**

Page	No	(1)

Class /	level:	7th	grade
---------	--------	-----	-------

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

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

Vertical Integration: \_\_\_\_\_

Horizontal Integration: \_\_\_\_\_

Lesson three: Grammar

Unit title: 1 City life.

Previous learning: _	past simple
----------------------	-------------

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		/ Restores	Strategy	Strategy	Tool		
	Students are supposed to:	D., 'a	Dinast	Danfannaaa	Clair ala	Starting the lesson; Tch asks qs about previous lesson.	2m
1	Identify specific information in a simple story.	Pp's Book Activity	- Direct Instruction: Qs answers Work with	-Performance- based assessment: Performance	-Chick list	Tch writes Sami used to go to school in He moved to Ammanweeks ago. Then writes (Aqaba, two). Pps fill the gaps, then Tch circles used to go and moved. &asks which verb is in the Past	4m
2	Scan a simple text to find specific information.	Book	the book Direct	Speech		Pps refer to previous lesson & answer ex1 qs in pairs.	6m
3	Extract factual information from short dialogues or stories about past events guided by questions.	Audio CD White	reading activities	-Observation: Random	- Rubric	Pps read and try to circle to complete the rule then Tch asks qs about the sentence on board to help pps. Pps write down the correct rule for ex2 and check partners.	8m
4	Talk about past events or experiences, using simple	Board	-Groupwork: Discussion Group work	observation		Pps work for ex3 to find examples of the rule then ask and answer in pairs for more practice in ex4	10m
5	language.  Write two or three related		Pair work	Lollipop stick technique		Pps think about ex5 & 6then listen to audio and work out the exercises in pairs. Tch checks.	10m
	sentences on a familiar topic.					Pps talk about themselves using the new rule for ex7	3m
6 7	Use used to Understand a listening task					Finishing the lesson: Tch says true/false sentences about the Monument. Pps correct the false sentences	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that face
					*Suggestions for imp

\*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.

#### **Lesson Plan**

Page No (1)

` ,		0 ,
Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson four: Activity Book/ Practice
Previous learning: <u>used to</u>	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional Assessment		ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to:  Identify specific information in a	Pp's Book	- Direct Instruction:	-Performance- based	-Chick	Starting the lesson; Tch explains this lesson is a continuation/ follow up for the last pps' book lesson.	1m
	simple story.	Activity Book	Qs answers Work with the	assessment: Performance	list	Pps read the qs, listen to the audio and then answer ex1	6m
2	Scan a simple text to find specific information.	Audio CD	book Direct reading activities	Speech		Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences.	7m
3	Extract factual information from short dialogues or stories about past events guided by questions.	White Board	-Groupwork:	-Observation: Random	- Rubric	Pps complete the sentences with the correct form of the verbs for ex3. Then check answers as a class.	10m
4	Talk about past events or experiences, using simple language.		Discussion Group work Pair work	observation Three facts		Pps work for ex4 in pairs write survey questions about what they used to do when they were younger and then answer them and Tch monitors and calls on volunteers to read aloud their answers.	11m
5	Write two or three related sentences on a familiar topic.			and a fib technique.		Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	7m
6 7	Use used to Understand a listening task					Finishing the lesson: Pps practise <i>used to</i> using the Three facts and a fib technique.	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page	No (	1
------	------	---

Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson five: Book Club
Previous learning: <u>past simple</u>	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional			Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to:  Follow the sequence of events in	Pp's Book	- Direct Instruction:	-Performance- based	-Chick list	Starting the lesson; Tch asks What kind of books do you read? Do you read cartoon stories?	3m
	short, simple cartoon stories that use familiar key words	Activity Book	Qs answers Work with the book	assessment: Performance Speech	1150	Tch writes <i>Treasure Hunt</i> on the board and asks pps to offer explanations of what a treasure hunt is.	4m
2	Understand some details in extended dialogues on familiar everyday topics	Audio CD White	Direct reading activities	Role playing.	- Rubric	Pps look at the pictures and work in pairs to complete the activity to answer ex1.	6m
3	Understand a reading text	Board	-Groupwork: Discussion	-Observation:	Rubile	Pps listen and read then raise their hands to offer answers for ex2. Tch checks comprehension with qs	10m
4	Learn compound nouns		Group work Pair work	observation		Pps work for activity book's ex1 &2 in pairs to find answers related to the picture story. Tch checks.	10m
						Pps work on A.B. ex3 & 4 individually then compare & check with partners	10m
						Finishing the lesson: Summative question technique 'Today I have learnt' pps complete.	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

### Page No (1)

Class / level: 7th grade

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

Previous learning: <u>present simple</u>

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

Vertical Integration: 6<sup>th</sup> grade

Unit title: 1 City life.

Lesson six: Vocabulary and Grammar

Horizontal Integration: \_\_\_\_\_

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction:	- Performance	-Chick list	Starting the lesson; Tch revises the city tourism words by writing them on board with the first and last letter missing.	2m
2	Identify specific information in a simple story, guided by qs	Activity Book	Qs answers Work with the book	- based assessment: Performance		Tch writes on the board half of the compound nouns that pps used in Lesson 5then asks pps to say the whole word: <i>round (about)</i> ,	3m
3	Understand some details in extended dialogues on familiar	Audio CD	Direct reading activities	Speech	- Rubric	Pps look at pictures, listen to audio & answer ex1. Tch asks which means of transport they hire to go somewhere. Taxi.	6m
	everyday topics while listening.	White	activities	-	- Kubiic	Pps work in pairs to find the words on ex2 referring to p12.  Pps complete the true/ false activity individually and then	8m
4 5	Repeat phrases and short sentences.  Talk about plans for the near	Board	- Groupwork: Discussion	Observation: Random observation		work with partners to correct the false sentences for ex3. Tch checks answers	10m
6	future in a simple way  Use vocabulary for city travel and		Group work Pair work	observation		Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	7m
	transport			Lollipop stick		Pps listen to audio and answer the following qs in ex5.	7m
8	Use Present continuous for future plans Use Present simple for timetables and scheduled events			technique		Finishing the lesson: Tch uses summative questions 'explain the difference between present cont. and present s.	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

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

### **Lesson Plan**

Page No (1)

Class / level: 7th grade		Unit title: 1 City life.	
Number of classes:	date: fromto	Lesson seven: Activity Book/	Practice

Previous learning: <u>present continuous</u> Vertical Integration: <u>6<sup>th</sup> grade</u> Horizontal Integration: <u>-</u>

No	Specific Outcomes	Material /	Instructional	Assessm	ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction:	-Performance- based	-Chick	Starting the lesson; Tch plays Word Swat with the Unit 1 flashcards.	3m
2	Identify specific information in a	Activity Book	Qs answers Work with the	assessment: Performance		Pps read the qs, listen to the audio and then answer ex1	7m
	simple story, guided by questions.	Audio CD	book Direct reading	Speech		Pps work in pairs to match definitions to pictures ex2	10m
3	Understand some details in extended dialogues on familiar everyday topics while listening.	White Board	activities		- Rubric	Pps work individually to read and complete with the Present simple or Present continuous for future for ex3 then check answers in pairs. Tch monitors.	10m
			-Groupwork:	-Observation:		-	10
4	Repeat phrases and short sentences.	Flashcards	Discussion Group work Pair work	Random observation		Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
5	Talk about plans for the near future in a simple way					Finishing the lesson: Tch asks about the future using summative questions technique.	5m
6 7	Understand a reading text Learn compound nouns						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date		Signature
	Supervisor	Date		Signature

#### **Lesson Plan**

Page No (1)

Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson eight: Culture
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessm	ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson; Tch writes big city and small city on the	2m
1	Get the gist of simple texts on familiar topics.	Pp's Book	- Direct Instruction:	- Performance	-Chick list	board. Pps give examples.	
2	Identify basic similarities and differences in the facts between texts on the same familiar topic.	Activity Book	Qs answers Work with the book	- based assessment: Performance	list	Tch explains they'll talk about a big city called Tokyo in Japan and a small city called Nuuk in Greenland.	4m
3	Express opinions on familiar	Audio	Direct reading	Speech.		Pps discuss before you read for ex1 & answer in pairs. Tch encourages class discussion with qs.	6m
	topics, using simple language.	CD	activities		-		
4	Give brief reasons for opinions on familiar topics.	White		-	Rubric	Pps listen and read for ex2. Tch checks comprehension with qs	7m
5	Extract the key details from extended informational	Board	- Groupwork: Discussion	Observation: Random observation		Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	10m
6	monologues. Write simple sentences about familiar things, given prompts		Group work Pair work			Pps work for activity book's ex1 individually then in pairs to find answers related to ex3 (after you read).	7m
						Pps work on A.B. ex2 individually & swap books to check	7m
7	Learn about Tokyo, Japan, and Nuuk, Greenland					spelling & grammar  Pps listen and complete for ex3. Tch checks both.	
8	Revise vocabulary and grammar					Finishing the lesson: Summative question technique	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
			1		

ℋß JT-EG

Prepared by :	by: School principle		 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)	<b>Page</b>	No (	(1)
-------------	-------------	------	-----

` ,		<b>5</b> ,
Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson nine: English in action
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessm	ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Understand the main points of short,	Pp's Book	- Direct	-Performance-	-Chick	Starting the lesson; Tch asks pps yes/no qs	2m
	simple dialogues related to everyday situations.	Activity Book	Instruction: Qs answers Work with the	based assessment: Performance	list	Tch asks 2 pps to come to the front then asks them Qs about cities then asks the class about them.	3m
2	Scan a simple text to find specific information	Audio CD	book Direct reading activities	Speech Role playing		Pps look at pictures, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	5m
3	Identify basic, factual information in short, simple dialogues or stories	White Board	Consequent	Ohaamatiana	- Rubric	Tch reads out the sentences in <i>Say it! box</i> and have pps repeat as a class then answer ex2 in pairs.	10m
	on familiar everyday topics while listening		-Groupwork: Discussion Group work	-Observation: Random observation		Tch explains pronunciation of c in different words, pps listen to audio & write the phonetic sounds they hear in	14m
4	Act out a short dialogue or role play, given prompts.		Pair work			each box in ex3 and then check answers as a class.  Tch prompts pps to identify the pronunciation rule.	
5	Write a simple story in the form of a dialogue between characters					Pps work on A.B. ex1(read, answer, listen), ex2 (write & act a dialogue), ex3 (listen & write pronunciation)	10m
6	Ask for travel information					individually then check with partners. Tch monitors	
7	Differentiate between the sounds of the hard and soft c in words					Finishing the lesson: Tch uses thought-provoking questions to ask pp to say what they are doing to learn.	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page	No (	1

Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson ten: Literacy: articles
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson with qs for discussion.	2m
1	M.1. had and P. Carratta and A.	Pp's	- Direct	-Performance	-Chick	Til i da di con	<i>F</i>
1	Make basic predictions about text content from titles or headlines.	Book	Instruction: Os answers	- based assessment:	list	Tch introduces new vocabs on board & using qs.	5m
	from titles of fleatimes.	Activity	Work with the	Performance		Pps look at pictures & first paragraph to predict	5m
2	Identify the main ideas in straightforward,	Book	book	Speech		the answer for ex1 (before you read).	
	structured magazine articles on familiar	A 1'	Direct reading			Til alamata Calamata da da da da da da da	10
	topics	Audio CD	activities		- Rubric	Tch asks pps to find words that belong to the general category building while they listen and	10m
3	Identify supporting details in simple,	CD		-Observation:	Rubite	read then checks comprehension with questions.	
	structured paragraphs on familiar topics.	White	-Groupwork:	Random			
4	Saan a simple tout to find apositio info	Board	Discussion	observation		Pps work individually to complete the gaps in	7m
4	Scan a simple text to find specific info.		Group work Pair work			ex3 (after you read). Tch checks.	
5	Give brief reasons for opinions on familiar		1 411 0111			Pps work on A.B. ex1,2 (vocabularies)	8m
	topics.					individually then offer answers	
6	Write two or three related sentences on a					Pps work the A.B ex3 (T/F/DS) individually	5m
	familiar topic.					1 ps work the A.B ex.5 (1/17/DS) individually	3111
	-					Finishing the lesson: Tch uses thought-	3m
7	Extract the key details from extended					provoking qs to ask pp to say what they are	
	informational monologues.					doing to learn.	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Pag	e	No	( 1	

Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson eleven: Writing
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to:  Skim straightforward extended texts with a clear structure to get a general idea of the content.	Pp's Book Activity Book	- Direct Instruction: Qs answers Work with the	-Performance - based assessment: Performance Speech	-Chick list	Starting the lesson pps write as many new vocabs as they can remember in 1 min.  Tch explains pps will write an article for WOW!  Magazine about the place where they live.	2m 2m
2	Identify main paragraph topics	White	Direct reading activities	Speccii		Pps read the text and choose the best title. Ex1	7m
	in simple texts on familiar subjects, if supported by prompts or questions.	Board	-Groupwork:	-Observation: Random observation	- Rubric	Tch checks comprehension with qs.  Pps work individually to read the <i>How to write box</i> then read the article again and match the paragraphs to the	7m 10m
3	Write short, simple descriptive texts about familiar places using basic connectors, given a model					questions. Tch checks.  Tch reads the <i>Writing tip</i> to pps then monitors and helps pps with ideas to write individually their articles to the WOW Magazine	9m
4	Write an article about the place where you live					Pps evaluate their own work and double check their spelling and punctuation.	5m
5	Revise vocabulary and grammar					Finishing the lesson: Pps copy their articles on papers with drawings to display on classroom wall	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page No (1)

	Unit title: 1 City life.
date: fromto	Lesson twelve: Practice
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes			Assessm	nent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to:  Identify main paragraph topics in simple texts on	Activity Book	- Direct Instruction: Qs answers	-Performance - based assessment:	-Chick list	Starting the lesson: Tch asks pps to describe their ideal cities & if they know the difference between <i>either</i> and <i>or</i> .	5m
	familiar subjects, if supported by prompts or questions.	White Board	Work with the book Direct reading activities	Performance Speech	- Rubric	Tch explains to pps this is a lesson to enhance writing.  Pps underline the two options then write one sentence using <i>either or</i> individually for ex1	2m 7m
2	Write short, simple descriptive texts about familiar places using basic connectors, given a model		-Groupwork: Discussion	-Observation: Random observation	1,00210	Pps write notes to plan an article about a city they want to visit in the future. Tch monitors and helps with ideas. Ex2	8m
3	Write an article about a city you want to visit in the future					Pps work individually to complete the description then they double check their spelling and punctuation. Tch checks.	15m
4	Revise vocabulary and grammar					Finishing the lesson: Pps write down what they achieved in their Learning diary: <i>Today I wrote an article about</i>	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
			1		

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Page No (1)

Class / level: 7th grade		Unit title: 1 City life.
Number of classes:	date: fromto	Lesson thirteen: Over to you!
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Assessment		Assessment Procedures	
		Restores	Strategy	Strategy	Tool				
	Students are supposed to:	Pp's Book	- Direct	-Performance	-Chick	Starting the lesson Why is it important to revise vocabulary?	2m		
1	Understand short, school- related messages in emails, text messages and social	Activity Book	Instruction: Qs answers Work with the	- based assessment: Performance	list	Tch revises the <i>city tourism words</i> with pps then <i>the travel and transport words</i> using different techniques.	5m		
2	media postings.  List the advantages of a	White Board	book Direct reading activities	Speech		Tch revises used to then Present cont. for future plans and Present simple for future schedules using different techniques.	5m		
2	course of action in some detail, using a range of fixed	Doard		-Observation:	- Rubric	Pps read the comments then answer the q in ex1. Tch checks.	8m		
3	expressions.  Write short, simple personal		-Groupwork: Discussion Group work	Random observation		Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps.	8m		
	messages giving information of immediate relevance, given prompts or		Pair work			Pps discuss the WOW Question (ex3) in groups and then give feedback to the class	5m		
	a model					Pps work the A.B ex1,2,3,4 individually then compare.	10m		
4	Review unit language, vocabulary and grammar					Finishing the lesson: Tch uses Summative questions technique	2m		

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
			1		

Prepared by:	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)

Previous learning: <u>unit 1.</u> Vertical integration: \_\_\_\_ Horizontal Integration: \_\_\_\_

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson; Tch asks What did you learn in Unit 1? &	2m
		Pp's	- Direct	-Performance	-Chick	elicits answers.	
1	Identify basic, factual	Book	Instruction:	- based	list		
	information in short ,simple		Qs answers	assessment:		Tch explains pps will practise for the A2 Key for Schools and B1	5m
	dialogues or stories on familiar	Activity	Work with	Performance		Preliminary for Schools Listening, Speaking and Reading and	
	everyday topics	Book	the book Direct	Speech.		Writing exams in both P.B. and A.B.	
2	Give brief reasons for opinions	Audio	reading			Tch reads the Exam tip. Pps think about the photos in ex1 before	9m
	on familiar topics	CD	activities		_	listening. Tch plays the audio then checks answers	
	•			-Observation:	Rubric		
3	Extract factual details from a	White		Random		Pps work in pairs to discuss for part 2 of the Exam.	7m
	simple text	Board	-	observation			
			Groupwork:			Pps work for activity book's ex1,2,3 individually then in pairs to	10m
4	Connect the information in a		Discussion			check answers for Exam part 2 listening activity.	
	text with the information given		Group work				
	in charts, graphs or diagrams		Pair work			Pps work for activity book's ex1,2,3 individually then in pairs to	10m
1_						check answers for Exam part 2 reading activity.	
5	Practise unit language,						
	vocabulary and grammar					Tch checks both exams.	
						Finishing the lesson: Thought-provoking questions technique	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)

Schiester Hamilto ( 1 )	203301111011	1 480 110 ( 1 )
Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson one: World of Wonder! Magazine
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assess	ment	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick list	Starting the lesson	2m
1	Make basic inferences from simple information in a short text.	Activity	Instruction: Qs answers	based assessment:	-CHER HSt	Tch explains the objective/s of the lesson	4m
2	List the advantages of a course of action in some detail, using a range	Book Audio CD	Work with the book Direct reading	Performance Speech		Pps look at pictures, read then answer ex1 individually.	6m
	of fixed expressions	White	activities	-Observation:	- Rubric	Pps Look and match then listen, check and repeat for ex2 in pairs. Tch checks	11m
3 4	Repeat phrases and short sentences, if spoken slowly and clearly Give brief reasons for their opinions on familiar topics	Board	-Groupwork: Discussion Group work Pair work	Random observation		Pps listen and skim the blog to answer ex3 individually then reread & answer qs in ex4 in groups.  Tch presents extra questions for pps to answer.	10m
5	Talk about common jobs using simple language		Tun work			Pps work on A.B. ex1,2,3 individually then	10m
6	Extract the key details from extended informational monologues					compare & check with partners Finishing the lesson	2m
7	Use words for jobs						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
	111 6 11 11			<u> </u>	

Prepared by :	School principle	Date		Signature
	Supervisor	Date		Signature

### **Lesson Plan**

Page	No	(1)

	• • • • • • • • • • • • • • • • • • • •
	Unit title: 2 Our future.
date: fromto	Lesson two: Team Talk
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessi	ment	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick list	Starting the lesson	2m
1	Identify specific information in a simple story ,if guided by questions	Activity Book	Instruction: Qs answers	based assessment:		Tch explains the objective/s of the lesson	4m
2	Scan a simple text to find specific information	Audio CD	Work with the book Direct reading	Performance Speech Role playing		Pps listen and skim the dialogue to answer ex1.	бт
3	Act out a short dialogue or role play, given prompts	White Board	activities	-Observation:	- Rubric	Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers.	11m
4	Talk about common jobs using simple language		-Groupwork: Discussion Group work	Random observation		Tch presents extra questions for pps to answer.	
5	Understand some details in extended dialogues on familiar everyday topics		Pair work	Lollipop stick technique		Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to demonstrate to class.	10m
6	Read a dialogue about future jobs					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No	1	1
. ~5~		. –	- 1

	( = /
	Unit title: 2 Our future.
date: fromto	Lesson three: Grammar
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessm	ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-	-Chick	Starting the lesson	2m
1	Identify specific information in a simple story, if guided by questions	Activity	Instruction: Qs answers	Performance - based	list	Tch explains the objective/s of the lesson	4m
2	scan a simple text to find specific information	Book Audio CD	Work with the book Direct reading	assessment: Performance Speech		Pps refer to previous lesson & answer ex1 qs in pairs.	7m
3	identify basic, factual information in short, simple dialogues or stories on familiar, everyday topics, if spoken slowly and clearly	White Board	activities	Spoon	- Rubric	Pps read and try to circle to complete the rule then Tch asks qs about the sentence on board to help pps. Pps write down the correct rule for	10m
4	Make simple predictions about the future, given a model		-Groupwork: Discussion Group work	Observation:		ex2 and check partners.  Pps work for ex3 to find examples of the rule	10m
5	Talk about plans for the near future in a simple way		Pair work	observation		then ask and answer in pairs for more practice in ex4	
6	Use will for predictions			Lollipop stick technique		Pps think about ex5 & 6then listen to audio and work out the exercises in pairs. Tch checks.	10m
7	Understand a listening task			1		Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date		Signature
	Supervisor	Date		Signature

#### **Lesson Plan**

Page No (1)

2030111411	1 480 140 ( 1 )
	Unit title: 2 Our future.
date: fromto	Lesson four: Activity Book/ Practice
Vertical Integration:	Horizontal Integration:
	date: fromto

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:			_		Starting the lesson.	1m
		Activity	- Direct	-Performance-	-Chick		
1	Scan a simple text to find specific information	Book	Instruction: Os answers	based assessment:	list	Tch explains the objective/s of the lesson	1m
2	Identify basic, factual information	Audio CD	Work with the book	Performance Speech		Pps read the qs, listen to the audio and then answer ex1	7m
2	in short, simple dialogues or stories on familiar, everyday topics, if	White Board	Direct reading activities	Speccii		Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences.	10m
3	spoken slowly and clearly				- Rubric		
	Make simple predictions about the future, given a model		-Groupwork: Discussion	-Observation: Random observation		Pps write the words with the correct order to make qs then give true answers for ex3. Then check answers as a class.	11m
5	Talk about plans for the near future in a simple way		Group work Pair work	Three facts		Pps work for ex4 in pairs write questions about the future and then answer them and Tch.	бт
3	Write two or three related sentences on a familiar			technique.		Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	7m
6	Use will for predictions					Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					*Suggestions for improvement

ЯВ JT-EG

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page	No (	11
	,	. – ,

` ,		•
Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson five: Book Club
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Scan a simple text to find specific information	Pp's Book Activity	- Direct Instruction: Qs answers	-Performance- based assessment:	-Chick list	Tch explains the objective/s of the lesson	2m
2	Read aloud a short, simple story in a way that can be understood	Book Audio CD	Work with the book Direct reading	Performance Speech Role playing.		Pps look at the pictures and work in pairs to complete the activity to answer ex1.	5m
3	Talk about matters of personal information and interest in some	White Board	activities	Role playing.	- Rubric	Pps listen and read then answer ex2 (before you read). Tch checks comprehension with qs	10m
4	detail  Understand some details in	Board	-Groupwork: Discussion Group work	-Observation: Random observation		Pps work for activity book's ex1 (after you read) in pairs to find answers related to the poem. Tch checks.	10m
7	extended dialogues on familiar everyday topics		Pair work	observation		Pps read the poem 2lines for each pp then in turns answer the qs found in the poem for ex4,5	7m
5	understand a reading text					Pps work on A.B. ex2,3 individually then compare & check with partners	7m
6	Learn life events vocabulary					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

<b>Page</b>	No	11
,		

Schiester Flam No ( I )	20330111411	1 460 110 ( 1 )
Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson six: Vocabulary and Gramma
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Dn'a Daals	- Direct	-Performance	-Chick	Starting the lesson	1m
1	Scan a simple text to find specific information	Pp's Book Activity	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	1m
2	Identify basic, factual information in short,	Book	Work with the book	Performance Speech		Pps look at pictures, listen to audio & answer ex1.	6m
	simple dialogues or stories on familiar, everyday topics	Audio CD	Direct reading			Pps work in pairs to find the words on ex2 referring to poem	6m
3	Repeat phrases and short sentences, if	White Board	activities	-Observation:	- Rubric	Pps answer the qs individually and then work with partners for ex3. Tch checks answers	10m
4	spoken slowly and clearly  Make simple predictions about		- Groupwork:	Random observation		Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule	6m
	the future, given a model		Discussion Group work	Lollipop stick		for ex4.	
5	Write simple sentences about familiar things, given prompts or a model		Pair work	technique		Pps listen to audio and answer the following qs in ex5.	7m
6	Use words for life events					Pps work on the sentences then rewrite to make their own predictions. Tch monitors and helps.	7m
7	Use might, may and could for predictions					Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
				10	

₩ß JT-EG

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

,		- 0 ( )
Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson seven: Activity Book/ Practice
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessn	nent	Procedures	Duration	
		Restores	Strategy	Strategy	Tool			
	Students are supposed to:	Activity	- Direct	-	-Chick	Starting the lesson	2m	
1	Scan a simple text to find specific information	Book	Instruction: Qs answers	Performance - based	list	Tch explains the objective/s of the lesson	2m	
2	Identify basic, factual information in short,	Audio CD	Work with the book	assessment: Performance		Pps read and answer ex1	7m	
	simple dialogues or stories on familiar, everyday topics, if spoken slowly and	White Board	Direct reading activities	Speech		Pps listen twice and write the life events for ex2	10m	
	clearly				- Rubric	Pps work individually to read write sentences	10m	
3	Make simple predictions about the future, given a model		-Groupwork: Discussion	-		using the new learnt rule then write their own sentences for ex3,4. Tch monitors.		
4	Write two or three related sentences on a familiar topic		Group work Pair work	Observation: Random observation	Random		Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
5 6	Use words for life events Use might, may and could for predictions					Finishing the lesson	2m	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Note: keep a	a file (a l	kit of all the activities,	worksheets and the	recording strategies)	used in this lesson.
	- ( -	<b>-</b>			

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

	<b>Page</b>	No (	1
--	-------------	------	---

	Unit title: 2 Our future.
date: fromto	Lesson eight: Culture
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
		Pp's Book	- Direct	-Performance	-Chick		
1	Get the gist of short, simple texts on		Instruction:	- based	list	Tch explains the objective/s of the lesson	2m
	familiar topics, if supported by pictures	Activity	Qs answers	assessment:			
2	Talk about basic personal experiences,	Book	Work with the book	Performance		Pps discuss (before you read) for ex1 & answer in	3m
2	using simple linking words	Audio CD	Direct reading	Speech.		pairs. Tch	
	using simple mixing words	7 Iudio CD	activities			Pps listen and read then read the fact for ex2. Tch	7m
3	Give brief reasons for their opinions on	White			_	checks comprehension with qs	, 111
	familiar topics	Board		-Observation:	Rubric		
	_		-Groupwork:	Random		Pps work for activity book's ex1 individually then in	7m
4	Extract the key details from extended		Discussion	observation		pairs to find answers related to ex3 (after you read).	
	informational monologues, if delivered		Group work				
	in clear standard speech		Pair work			Pps work in pairs to ask and answer for ex4. Tch	7m
_	Loom shout unusual university documes					checks	
5	Learn about unusual university degrees					Tch divides pps for groups & they divide work for	10m
6	Revise vocabulary and grammar					the project. Tch helps and facilitates	10111
	The control of the state of the					and projects. For norpo and mornance	
						Pps work on A.B. ex2 individually.	6m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No	(1
0-		ι –

Unit title: 2 Our future.
Lesson nine: English in action
Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	1 ISSOSSIIICIIC		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to:  Understand the main points of short,	Pp's Book	- Direct Instruction:	-Performance- based	-Chick	Starting the lesson  Tch explains the objective/s of the lesson	2m 3m
	simple dialogues related to everyday situations, if guided by questions	Activity Book	Qs answers Work with the	assessment: Performance	list	Pps look at pictures, listen to the audio then read the	10m
2	Scan a simple text to find specific	Audio CD	book Direct reading	Speech Role playing		dialogue and answer the qs in ex1 in pairs.	
	information	White	activities		- Rubric	Tch reads out the sentences in <i>Say it! box</i> and has pps answer ex2 in pairs.	10m
3	Act out a short dialogue or role play, given prompts	Board	-Groupwork: Discussion	-Observation: Random		Tch explains pronunciation box in ex3 and then check answers as a class.	7m
4	Understand some details in longer dialogues on familiar everyday		Group work Pair work	observation		Tch prompts pps to identify the pronunciation rule.	2m
	topics, if guided by questions or prompts					Pps work on A.B. ex1,2,3 individually then check with partners. Tch monitors	10m
5	Make and respond to offers of help					Finishing the lesson	1m
6	Practise intonation in questions and statements						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Page No (1)

• •		•
Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson ten: Literacy: blogs
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
		Pp's	- Direct	-Performance	-Chick		
1	Skim straightforward, extended texts with a	Book	Instruction:	- based	list	Tch explains the objective/s of the lesson	5m
	clear structure to get a general idea of the	A	Qs answers	assessment:		Doe look of the control of the contr	<i>5</i>
	content	Activity Book	Work with the book	Performance		Pps look at pictures & first paragraph to predict	5m
2	Get the gist of short, factual school texts	DOOK	Direct reading	Speech		the answer for ex1 (before you read).	
3	Scan a simple text to find specific info.	Audio	activities			Tch asks pps to find the words while they listen	10m
	bean a simple text to find specific info.	CD	uctivities		- Rubric	and read then checks comprehension with qs.	10111
4	Write short, simple, personal messages			-Observation:	1140110	and rough another compressions with qui	
	giving information of immediate relevance,	White	-Groupwork:	Random		Pps work individually to answer the qs in ex3	7m
	given prompts or a model	Board	Discussion	observation		(after you read). Tch checks.	
			Group work				
5	Give brief reasons for their opinions on		Pair work			Pps work on A.B. ex1,2 (vocabularies)	8m
	familiar topics					individually then offer answers	
6	Extract the key details from extended						_
	informational monologues, if delivered in					Pps work the A.B ex3 (T/F/DS) individually	5m
	clear standard speech					Fig. 1.1 in a 41 a 1 a com	2
7	Understand a reading text					Finishing the lesson	3m
8	Revise vocabulary and grammar						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					3.00

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Page No (1)

Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson eleven: Writing
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Skim straightforward	Pp's Book	- Direct	-Performance -	-Chick		
	extended texts with a clear	A	Instruction:	based	list	Tch explains the objective/s of the lesson	2m
	structure to get a general idea of the content.	Activity Book	Qs answers Work with the book	assessment: Performance Speech		Pps read the text and choose the best title. Ex1	7m
2	Identify main paragraph topics in simple texts on	White Board	Direct reading activities			Tch checks comprehension with qs.	7m
	familiar subjects, if supported by prompts or questions.		-Groupwork: Discussion	-Observation: Random observation	- Rubric	Pps work individually to read the <i>How to write box</i> then read the article again and match the paragraphs to the questions in ex2. Tch checks.	10m
3	Write short, simple write short, simple texts on familiar topics in linked					Tch reads the <i>Writing tip</i> to pps then monitors and helps pps with ideas to write individually their blogs to the WOW Magazine	9m
	sentences					Pps evaluate their own work and double check their spelling and punctuation.	5m
5	Write a blog Revise vocabulary and grammar					Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Semester Plan No (1
---------------------

Page	No (	<b>(1</b> )

Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson twelve: Practice
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessm	ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Activity	- Direct	-Performance -	-Chick list	Starting the lesson	2m
1	Skim straightforward, extended texts with a clear	Book	Instruction: Os answers	based assessment:		Tch explains the objective/s of the lesson	3m
	structure to get a general idea of the content	White Board	Work with the book Direct reading	Performance Speech		Pps read and complete the sentence using <i>because</i> or <i>so</i> individually for ex1	8m
2	Write short, simple texts on familiar topics in linked sentences		activities	-Observation:	- Rubric	Pps write notes to plan a blog about studying a language in the future. Tch monitors and helps with ideas. Ex2	15m
3	Write a blog		-Groupwork: Discussion	Random observation		Pps work individually to complete the blog then they double check their spelling and punctuation. Tch checks.	15m
4	Revise vocabulary and grammar					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page No (1)

• • •		<b>5</b> ,
Class / level: 7th grade		Unit title: 2 Our future
Number of classes:	date: fromto	Lesson thirteen: Over to you!
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material / Restores	Instructional	Assessment		Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool				
	Students are supposed to:	Pp's Book	- Direct	-Performance	-Chick	Starting the lesson	1m		
1	Understand short, school-related messages in emails,	Activity	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	3m		
	text messages and social media postings	Book White	Work with the book Direct reading	Performance Speech		Tch revises necessary vocabs and grammar for the lesson using different techniques.	7m		
2	List the advantages of a course of action in some	Board	activities		_	Pps read the comments then answer the q in ex1. Tch checks.	10m		
	detail, using a range of fixed expressions		-Groupwork:	-Observation: Random observation	Rubric	Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps.	10m		
3	Revise unit language		Group work Pair work	ooser varion		Pps discuss the WOW Question (ex3) in groups and then give feedback to the class	3m		
						Pps work the A.B ex1,2,3,4 individually then compare.	10m		
						Finishing the lesson	1m		

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by:	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)

( )		( -
Class / level: 7th grade		Unit title: 2 Our future.
Number of classes:	date: fromto	Lesson fourteen: Get ready for
Previous learning: <u>unit 2</u>	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessm	nent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance	-Chick	Starting the lesson	2m
1	Understand everyday written signs and notices found in public places,	Activity	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	5m
	if supported by the context	Book	Work with the book	Performance Speech.		Tch reads the Exam tip. Pps think about the photos in ex1 before listening. Tch plays the audio then checks answers	9m
2	Extract information from short, simple dialogues or stories about	Audio CD	Direct reading		Darkaria	Pps work in pairs to discuss for part 2 of the Exam.	7m
	past events, if spoken slowly and clearly and guided by questions or prompts	White Board	activities	-Observation: Random observation	- Rubric	Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 listening activity.	10m
3	Write short, simple personal emails/letters about familiar topics, given prompts or a model		Groupwork: Discussion Group work Pair work	observation .		Pps work for activity book's ex1,2,3 individually then in pairs to check answers for Exam part 2 reading and writing.	10m
4	Revise vocabulary and grammar		I all WOIK			Tch checks both exams.	
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
				1:	

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

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Semester Plan No	(1)	۱
------------------	-----	---

Page	No	1	1
. ~5~		. –	- 1

` <i>,</i>		
Class / level: 7th grade		Unit title: Language booster 1
Number of classes:	date: fromto	Lesson one: language booster
Previous learning: <u>units 1,2</u>	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance -	-Chick list	Starting the lesson	2m
1	Consolidate and extend vocabulary and grammar from Units 1,2 Identify specific information in detailed	Activity Book	Instruction: Qs answers Work with the	based assessment: Performance Speech		Tch explains the objective/s of the lesson	3m
	written dialogues	Audio CD	book Direct reading			Pps work on different exercise individually, in pairs and in groups	20m
2	Make suggestions about what to do, using a few basic fixed expressions (e.g. 'Let's', 'Why don't we?'	White Board	activities -Groupwork:	-Observation: Random observation	- Rubric	as needed  Tch monitors, checks and helps whenever needed	
3	Use 'Shall I/we?' to make formal suggestions and offers		Discussion Group work Pair work			Pps work on A.B. exercises individually then compare & check	15m
4	Understand some details in extended dialogues on familiar everyday topics					with partners Finishing the lesson	5m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### Loccon Dlan

Page	No (	1	١
		. –	,

Semester Plan No ( 1 )	Lesson Plan	Page No (1)
Class / level: 7th grade		Unit title: Think like a scientist 1
Number of classes:	date: fromto	Lesson one: Social studies.
Previous learning:	Vertical Integration:	Horizontal Integration: Social studies

Specific Outcomes	Material /	Instructional Assessment		ment	Procedures	Duration
	Restores	Strategy	Strategy	Tool		
Students are supposed to:	D 2 D 1	D: .	D C	C1: 1 1: 4	Starting the lesson	2m
		Instruction:	based	-Chick list	Tch explains the objective/s of the lesson	3m
Express opinions on familiar topics, using simple language	Audio CD White	Qs answers Work with the book	assessment: Performance Speech		Pps work on different exercise individually, in pairs and in groups as needed	35m
Connect the information in a text with the information given in charts, graphs or diagrams	Board	Direct reading activities	-Observation:	- Rubric	Tch monitors, checks and helps whenever needed	
Extract the key details from extended informational monologues, if		-Groupwork:	Random observation		Finishing the lesson	5m
delivered in clear standard speech		Discussion Group work Pair work				
	Students are supposed to: Learn to compare and contrast things  Express opinions on familiar topics, using simple language  Connect the information in a text with the information given in charts, graphs or diagrams  Extract the key details from extended informational monologues, if	Students are supposed to: Learn to compare and contrast things  Express opinions on familiar topics, using simple language  Connect the information in a text with the information given in charts, graphs or diagrams  Extract the key details from extended informational monologues, if	Students are supposed to: Learn to compare and contrast things Express opinions on familiar topics, using simple language  Connect the information in a text with the information given in charts, graphs or diagrams  Extract the key details from extended informational monologues, if delivered in clear standard speech  Restores  Pp's Book - Direct Instruction:  Qs answers Work with the book Board  Direct reading activities  -Groupwork: Discussion Group work	Students are supposed to: Learn to compare and contrast things Express opinions on familiar topics, using simple language  Connect the information in a text with the information given in charts, graphs or diagrams  Extract the key details from extended informational monologues, if delivered in clear standard speech  Restores  Strategy  Pp's Book - Direct Instruction:  Audio CD White Board  Performance Speech  White Board  Direct reading activities -Observation: Random observation  Group work	Students are supposed to: Learn to compare and contrast things  Express opinions on familiar topics, using simple language  Connect the information in a text with the information given in charts, graphs or diagrams  Extract the key details from extended informational monologues, if delivered in clear standard speech  Restores  Strategy  Tool  -Performance-based assessment:  Work with the book Direct reading activities  -Observation:  Random observation  Group work  -Groupwork:  Discussion  Group work	Students are supposed to: Learn to compare and contrast things Express opinions on familiar topics, using simple language  Connect the information in a text with the information given in charts, graphs or diagrams  Extract the key details from extended informational monologues, if delivered in clear standard speech  Restores  Strategy  Strategy  Tool  Starting the lesson  -Chick list based assessment: Performance based assessment: Performance Speech  Observation: Random observation  Starting the lesson  Tch explains the objective/s of the lesson  Finishing the lesson  Finishing the lesson  Finishing the lesson

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcom	es H	lomework	Reflection:
						*I feel satisfied with
						*Challenges that faced me
						*Suggestions for improvement
Note: keep a file (a ki	t of all the a	ctivities, wo	orksheets and the re	ecordin	g strategies)	ed in this lesson.
Prepared by :		-	e			Signature

Sem	ester	Plan	No	(1)	١
Jeni	COLCI	гіан	110		,

Page No (2)

Semester Flam NO ( 1 )	Lesson Plan	Page NO (2)
Class / level: 7th grade		Unit title: Think like a scientist 1
Number of classes:	date: fromto	Lesson one: Social studies.
Previous learning:	Vertical Integration:	Horizontal Integration: <u>Social studies</u>

No	Specific Outcomes	Material /	Instructional	Assess	ment	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick list	Starting the lesson	2m
1	Learn about two different mountain cities in South America	Audio CD	Instruction: Os answers	based assessment:		Tch explains the objective/s of the lesson	3m
2	Get the gist of short, simple texts on	White	Work with the book	Performance Speech		Pps work on different exercise individually, in pairs and in groups as needed	35m
	familiar topics, if supported by	Board	Direct	Speccii			
	pictures		reading activities	-Observation:	- Rubric	Tch monitors, checks and helps whenever needed	
3	Express opinions on familiar topics, using simple language			Random observation		Finishing the lesson	5m
4	Write a short text to report something		-Groupwork: Discussion				
			Group work				
5	Make simple comparisons between people, places or things		Pair work				

(Daily follow- up table)

Period

Section

**Fulfilled Outcomes** 

Day & Date

				*I feel satisfied with  *Challenges that faced me					
				Challenges that raced me					
				*Suggestions for improvement					
Note: keep a file (a kit	Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.								
Prepared by : School principle									

Homework

Reflection:

#### **Lesson Plan**

Page	No (	(1)

		1 480 110 ( = )
Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson one: World of Wonder! Magazine
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes		1 issessment		ment	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick list	Starting the lesson	2m
1	Make basic inferences from simple information in a short text	Activity	Instruction: Qs answers	based assessment:		Tch explains the objective/s of the lesson	4m
2	Give brief reasons for opinions on familiar topics	Book Audio CD	Work with the book Direct reading	Performance Speech		Pps look at pictures, read then answer ex1 individually.	6m
3	Repeat phrases and short sentences, if spoken slowly and clearly	White Board	activities	-Observation: Random	- Rubric	Pps Look and match then listen, check and repeat for ex2 in pairs. Tch checks	11m
4	Extract the key details from extended informational monologues, if delivered in clear standard speech		-Groupwork: Discussion Group work Pair work	observation		Pps listen and skim the blog to answer ex3 individually then reread & answer qs in ex4 in groups.  Tch presents extra questions for pps to answer.	10m
5	Use words for types of books					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page	No	(1)

Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson two: Team Talk
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Assessment		Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool						
	Students are supposed to:	Pp's Book	- Direct	-Performance	-Chick	Starting the lesson	2m				
1	Skim straightforward extended texts with a clear structure to get a general idea of	Activity Book	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	4m				
	the content	Audio CD	Work with the book	Performance Speech		Pps listen and skim the survey to answer ex1.	6m				
2	Identify specific information in a simple story, if guided by questions	White Board	Direct reading activities	Role playing		Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch checks the answers.	11m				
3	Scan a simple text to find specific information		-Groupwork: Discussion	-Observation: Random observation	Rubric	Tch presents extra questions for pps to answer.					
4	Act out a short dialogue or role play, given prompts		Group work Pair work			Pps work for ex3 to find the expressions and act them out in pairs then, Tch asks pps to	10m				
5	Understand some details in extended			Lollipop stick technique		demonstrate to class.	10m				
6	dialogues on familiar everyday topics  Read a dialogue about a book survey					Pps work on A.B. ex1,2,3 individually then compare & check with partners					
						Finishing the lesson	2m				

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					The state of the s
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

### **Lesson Plan**

Page	No	(1	)
------	----	----	---

• •		• • • • • • • • • • • • • • • • • • • •
Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson three: Grammar
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Assessment		Assessment		Procedures	Duration
		/ Restores	Strategy	Strategy	Tool						
	Students are supposed to:					Starting the lesson	2m				
		Pp's	- Direct	-Performance-	-Chick						
1	Scan a simple text to find	Book	Instruction:	based	list	Tch explains the objective/s of the lesson	4m				
	specific information		Qs answers	assessment:							
		Audio	Work with	Performance		Pps refer to previous lesson & answer ex1 qs in pairs.	7m				
2	Understand people's likes in	CD	the book	Speech							
	informal conversations, if the		Direct			Pps read and try to circle to complete the rule then Tch asks	10m				
	speakers talk slowly and clearly	White	reading			qs about the sentence on board to help pps. Pps write down					
		Board	activities		- Rubric	the correct rule for ex2 and check partners.					
3	Extract factual information from			-Observation:			10				
	short, simple dialogues or stories			Random		Pps work for ex3 to find examples of the rule then ask and	10m				
	about past events, if spoken		-Groupwork:	observation		answer in pairs for more practice in ex4					
	slowly and clearly and guided by		Discussion			Description of the state of the	10				
	questions or prompts		Group work	T - 11'		Pps think about ex5 & 6then listen to audio and work out	10m				
1	T-11 -1 - 4 4 11 -		Pair work	Lollipop stick		the exercises in pairs. Tch checks.					
4	Talk about something they like			technique		Einighing the legger	2m				
	or dislike and give reasons, if					Finishing the lesson	2111				
	guided by questions										
5	Use reported speech										
6	Understand a listening task										

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Page No (1)

` , , , , , , , , , , , , , , , , , , ,		<b>9</b> , ,
Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson four: Activity Book/ Practice
Previous learning: :	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson.	1m
		Activity	- Direct	-Performance-	-Chick		
1	Understand people's likes in	Book	Instruction:	based	list	Tch explains the objective/s of the lesson	1m
	informal conversations, if the		Qs answers	assessment:			
	speakers talk slowly and clearly	Audio CD	Work with the	Performance		Pps read the qs, listen to the audio and then answer ex1	7m
			book	Speech			
2	Extract factual information from	White	Direct reading			Pps work on ex2 individually, compare with partners	10m
	short, simple dialogues or stories	Board	activities			and then volunteers read the completed sentences.	
	about past events, if spoken slowly			-Observation:	- Rubric		
	and clearly and guided by questions			Random		Pps read and write the sentences with reported speech	13m
	or prompts		-Groupwork:	observation		for ex3. Then check answers as a class.	
			Discussion				
3	Understand the main points of short,		Group work			Pps work on Grammar reference practice ex1,2	10m
	simple dialogues related to everyday		Pair work	Three facts		individually then compare & check with partners	
	situations, if guided by questions			and a fib			
				technique.		Finishing the lesson	3m
4	Use reported speech						
5	Understand a listening task						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*0
					*Challenges that faced me
					*Suggestions for improvement
Notes koon a file /a kit	of all the ar	otivities we	rkshoots and the record	ding stratagies) uses	I in this loss on
Note: keep a file (a kit o	of all the a	ctivities, wo	rksheets and the record	ding strategies) used	*Challenges that faced me*  *Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No	(1)

Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromtoto	Lesson five: Book Club
Previous learning:	Vertical Integration: -	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Scan a simple text to find specific information	Pp's Book	- Direct Instruction:	-Performance- based	-Chick list	Tch explains the objective/s of the lesson	2m
		Activity	Qs answers	assessment:		Pps look at the pictures and work in pairs to complete	3m
2	Read a short text and predict what they think will happen next	Book	Work with the book	Performance Speech		the activity to answer ex1.	
		Audio CD	Direct reading	Role playing.		Pps listen and read then answer ex2 (before you read).	8m
3	Follow the sequence of events in a		activities			Tch checks comprehension with qs	
	simple story or narrative, if told	White			- Rubric		
	slowly and clearly	Board	Carana alan	Observations		Pps discuss in groups the answer for ex33then listen	8m
4	Say what they like or dislike about a		-Groupwork: Discussion	-Observation: Random		again and check the answer at ex4	
-	simple story		Group work	observation		Pps work for activity book's ex1 (after you read) in	7m
5	Say what they think will happen		Pair work	ooser vaccon		pairs to find answers related to the story. Tch checks.	, 111
	next in a simple story or play						
						Pps discuss the final qs in ex6 in groups.	7m
6	Act out parts of a picture story using						
	simple actions and words					Pps work on A.B. ex2,3 individually then compare & check with partners	6m
7	Understand a reading text					•	
8	Use adjectives to describe places					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### Lesson Plan

### Page No (1)

Jemester Harrito ( 2 )	20000111411	1 480 110 ( 2 )
Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson six: Vocabulary and Gramma
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Scan a simple text to find specific information	Pp's Book	- Direct Instruction:	-Performance- based	-Chick list	Starting the lesson  Tch explains the objective/s of the lesson	2m 3m
2	Understand the order in which events happen, e.g. in diary entries or a story	Audio CD White	Qs answers Work with the book	assessment: Performance Speech		Pps look at pictures, listen to audio & answer ex1.	7m
3	Extract factual information from	Board	Direct reading activities	Specen		Pps work in pairs to find the words on ex2 referring to poem	7m
	short, simple dialogues or stories about past events		-Groupwork:	-Observation: Random	- Rubric	Pps answer the qs individually and then work with partners for ex3. Tch checks answers	10m
4	Repeat phrases and short sentences, if spoken slowly and clearly		Discussion Group work Pair work	observation		Pps read and try to circle and complete the rule then Tch checks answers. Pps write down the correct rule for ex4.	7m
5	Re-tell the main points of an extended story in their own words			Lollipop stick technique		Pps listen to audio and answer the following qs in ex5.	7m
6	Use adjectives for places					Finishing the lesson	2m
7	Use the Present simple passive and the Past simple passive						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Page No (1)

	1.80 110 ( - )
	Unit title: 3 Let's read!
date: fromtoto	Lesson seven: Activity Book/ Practice
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes			ient	Procedures	Duration	
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Activity	- Direct	-Performance-	-Chick	Starting the lesson	2m
1	Scan a simple text to find specific information	Book	Instruction: Qs answers	based assessment:	list	Tch explains the objective/s of the lesson	3m
2	Write short, simple texts on	White Board	Work with the book	Performance Speech		Pps read and answer ex1	7m
	familiar topics in linked sentences		Direct reading activities			Pps listen twice and write the life events for ex2	10m
3	Use reported speech				- Rubric	Pps work individually to complete the text with the Present or Past simple passive for ex3.	10m
4	Understand a listening task		-Groupwork: Discussion	-Observation: Random		Tch monitors.	
			Group work Pair work	observation		Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
						Finishing the lesson	3m

(Daily follow- up table)

Section

Period

**Fulfilled Outcomes** 

Day & Date

		*I feel satisfied with  *Challenges that faced me	
		Challenges that faced the	•
		*Suggestions for improvement	
Note: keep a file (a kit o	of all the activities, worksheets and the re	ecording strategies) used in this lesson.	
Prepared by :	School principle Supervisor	Date Signature	

Homework

Reflection:

#### **Lesson Plan**

• •		• • • • • • • • • • • • • • • • • • • •
Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson eight: Culture
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional Strategy	Assessme		Procedures	Duration
		Restores	Budtegy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
		Pp's	- Direct	-Performance	-Chick		
1	Get the gist of short factual school texts	Book	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	2m
2	Scan a simple text to find	Activity Book	Work with the book	Performance Speech.		Pps discuss (before you read) for ex1 & answer in pairs. Tch	3m
	specific information:	Audio	Direct reading	Specen.		Pps listen and read then read the fact for ex2. Tch checks comprehension with qs	7m
3	Give brief reasons for opinions on familiar topics	CD	activities	-Observation:	- Rubric	Pps work for activity book's ex1 individually then in pairs to find	7m
4	Extract the key details from	White Board		Random observation		answers related to ex3 (after you read).	
	extended informational monologues, if delivered in	Doard	Groupwork: Discussion	ooservation		Pps work in pairs to ask and answer for ex4. Tch checks	7m
	clear standard speech		Group work Pair work			Tch divides pps for groups & they divide work for the project. Tch helps and facilitates	10m
5	Learn about unexplained mysteries					Pps work on A.B. ex2,3 individually.	6m
6	Revise vocabulary and grammar					Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)	<b>Page</b>	No (	(1)
-------------	-------------	------	-----

	• • • • • • • • • • • • • • • • • • • •
	Unit title: 3 Let's read!
date: fromto	Lesson nine: English in action
Vertical Integration: -	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick	Starting the lesson	2m
1	Understand likes and preferences in short, simple personal texts, e.g.	Activity	Instruction: Os answers	based assessment:	list	Tch explains the objective/s of the lesson	3m
	diary entries or emails	Book	Work with the book	Performance Speech		Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs.	8m
2	Understand the main points of short, simple dialogues related to everyday situations, if guided by questions	Audio CD White Board	Direct reading activities	Role playing	- Rubric	Tch reads out the sentences in <i>Say it! box</i> and has pps answer ex2 in pairs.	6m
3	Understand people's likes in informal conversations, if the speakers talk slowly and clearly	2000	-Groupwork: Discussion Group work	-Observation: Random observation		Pps in pairs choose a situation & act it out in a dialogue then swap roles. Tch monitors.	8m
4	Act out a short dialogue or role		Pair work	ooser vaccon		Tch explains pronunciation box in ex4 and then check answers as a class.	8m
5	play, given prompts  Agree and disagree					Pps work on A.B. ex1,2,3 individually then check with partners. Tch monitors	8m
6	Practise intonation for agreeing and disagreeing					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

# Page No (1)

		1 480 110 ( = 7
Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson ten: Literacy: detective stories
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool				
	Students are supposed to:					Starting the lesson	2m		
1	Identify key information in short, simple	Pp's	- Direct	-Performance	-Chick				
	factual texts from the headings and	Book	Instruction:	- based	list	Tch explains the objective/s of the lesson	5m		
	illustrations		Qs answers	assessment:					
		Activity	Work with the	Performance		Pps look at pictures & first paragraph to predict	5m		
2	Understand the main themes of a simplified	Book	book	Speech		the answer for ex1 (before you read).			
	story		Direct reading						
3		Audio	activities			Tch asks pps to find the words while they listen	10m		
	Identify specific information in a simple	CD			- Rubric	and read then checks comprehension with qs.			
	story, if guided by questions	***		-Observation:			_		
4		White	-Groupwork:	Random		Pps work individually to answer the qs in ex3	7m		
	Say what they like or dislike about a simple	Board	Discussion	observation		(after you read). Tch checks.			
	story		Group work			Don't a set of a set of the set o	2		
_	Enterest for twellings must be form about		Pair work			Pps discuss the story in pairs for ex4 Tch checks	3m		
5	Extract factual information from short,					December A.D. and 2 (considering)	7		
	simple dialogues or stories about past events,					Pps work on A.B. ex1,2 (vocabularies)	7m		
6	if spoken slowly and clearly and guided by					individually then offer answers			
6	questions or prompts					Pro work the A.R. av2 (T/E/DS) individually	4m		
7	Understand a reading text					Pps work the A.B ex3 (T/F/DS) individually	4111		
8	<u>~</u>					Finishing the lesson	2m		
8	Revise vocabulary and grammar					Finishing the lesson	2		

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					3.00

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Clas: Num	nester Plan No (1) s / level: 7th grade nber of classes: rious learning:	_			esson Plan toon:		Page No (1) Unit title: 3 Let's read! Lesson eleven: Writing Horizontal Integration:		
No	Specific Outco	omes	Material / Restores	Instructional Strategy	Assess	sment Tool	Procedures	Duration	
1 2 3 4 5	Understand the main to simplified story  Identify specific informations simple story, if guided questions  Write a very simple story prompts or a model  Write a detective story  Revise vocabulary and	themes of a mation in a d by tory, given	Pp's Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion	-Performance - based assessment: Performance Speech -Observation: Random observation	-Chick list - Rubric	Tch explains the objective/s of the lesson  Pps read the story and answer the qs in ex1  Pps individually answer the qs given in the story planner.  Pps work individually to read the <i>How to write box</i> then use the notes to write their own detective story as asked in ex3. Tch helps.  Finishing the lesson	2m 3m 10m 7m 20m	
`	y follow- up table) ay & Date So	ection P	eriod Ful	filled Outcomes	Homework	*Challen	rices that faced me		

Semester Plan No (1) Class / level: 7th grade Number of classes: Previous learning:					Lesson Plan from	.to	Page No (1) Unit title: 3 Let's read! Lesson twelve: Practice Horizontal Integration:		
No	Specific Ou	tcomes	Material / Restores	Instructional Strategy	Assessr	ment Tool	Procedures	Duration	
1 2 3	Students are sup Write a very sin given prompts o Write a detectiv Revise vocabula grammar	nple story, r a model e story	Activity Book White Board	- Direct Instruction: Qs answers Work with the book Direct reading activities  -Groupwork: Discussion	-Performance - based assessment: Performance Speech -Observation: Random observation	-Chick list	Tch explains the objective/s of the lesson  Pps rewrite the sentences with correct punctuation for reported speech individually for ex1  Pps write notes to plan a detective story then check each other's work. Tch monitors and helps with ideas. Ex2  Pps work individually to write the story then they double check their spelling and punctuation. Tch checks.  Finishing the lesson	2m 3m 8m 15m 15m	
Da	y follow- up table)  y & Date	Section		Fulfilled Outcome		*	Reflection:  I feel satisfied with  Challenges that faced me  Suggestions for improvement		

Signature .....

Date ..... Signature .....

Date

School principle .....

Supervisor .....

Prepared by:

Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromto	Lesson thirteen: Over to you!
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool				
	Students are supposed to:	Pp's Book	- Direct	-Performance	-Chick	Starting the lesson	1m		
1	Understand short, school-related messages in emails,	Activity	Instruction: Os answers	- based assessment:	list	Tch explains the objective/s of the lesson	3m		
	text messages and social media postings	Book White	Work with the book Direct reading	Performance Speech		Tch revises necessary vocabs and grammar for the lesson using different techniques.	7m		
2	Give brief reasons for their opinions on familiar topics	Board	activities		-	Pps read the comments then answer the q in ex1. Tch checks.	10m		
3	Review unit language		-Groupwork: Discussion	-Observation: Random observation	Rubric	Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps.	10m		
4	Revise vocabulary and grammar		Group work Pair work			Pps discuss the WOW Question (ex3) in groups and then give feedback to the class	3m		
						Pps work the A.B ex1,2,3,4 individually then compare.	10m		
						Finishing the lesson	1m		

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					5488c3c1010101111p101011c11c111c111

Prepared by:	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

	<b>Page</b>	No (	1
--	-------------	------	---

Class / level: 7th grade		Unit title: 3 Let's read!
Number of classes:	date: fromtoto	Lesson fourteen: Get ready for

Previous learning: <u>unit 3</u> Vertical Integration: <u>-</u> Horizontal Integration: <u>-</u>

No	Specific Outcomes	Material	Instructional	Assessme	ent	Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
		Pp's	- Direct	-Performance	-Chick		
1	scan a simple text to find	Book	Instruction:	- based	list	Tch explains the objective/s of the lesson	5m
	specific information		Qs answers	assessment:			
		Activity	Work with	Performance		Tch reads the Exam tip.	9m
2	Describe the position of things	Book	the book	Speech.		Pps read the text then choose the correct options.	
	in a picture using a range of		Direct				
	fixed expressions (e.g. in the	Audio	reading			Tch reads the secod Exam tip.	7m
	foreground/background, at the	CD	activities		-	Pps work in pairs to talk in turns for part 2 of the Exam.	
	back)			-Observation:	Rubric		
		White		Random		Pps work for activity book's ex1,2,3 individually then in pairs to	10m
3	Provide facts or examples to	Board	-	observation		check answers for Exam part 2 listening activity.	
	support a stated opinion in a		Groupwork:				
	simple structured paragraph,		Discussion			Pps work for activity book's ex1,2,3 individually then in pairs to	10m
	given a model		Group work			check answers for Exam part 2 reading and writing.	
			Pair work				
4	Understand some details in					Tch checks both exams.	
	extended dialogues on familiar						
	everyday topics					Finishing the lesson	2m
5	Revise vocabulary and					-	
	grammar						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No (	1
0-		. – .

Schiester Hall No ( I )	EC33011 I all	i age No ( I )
Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson one: World of Wonder! Magazine
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick list	Starting the lesson	2m
1	Scan several short informational texts on the same theme to find	Activity	Instruction: Qs answers	based assessment:		Tch explains the objective/s of the lesson	4m
	relevant information	Book	Work with the book	Performance Speech		Pps look at pictures, read then answer ex1 individually.	6m
2	Express opinions on familiar topics, using simple language	Audio CD White	Direct reading activities	-Observation:	- Rubric	Pps Look and match then listen, check and repeat for ex2 in pairs. Tch checks	7m
3	Repeat phrases and short sentences,	Board		Random			7
	if spoken slowly and clearly		-Groupwork: Discussion	observation		Pps listen and skim the blog to answer ex3 individually then reread & answer qs in ex4 in	7m
4	Talk about everyday activities, using simple language		Group work Pair work			groups.	
5						Pps work in pairs to answer qs(ex5) Tch checks	7m
	Identify clearly stated opinions in extended informal conversations on matters of personal interest, if the speakers use clear standard speech					Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
6	Use words related to environment					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					Treer succession
					*Challenges that faced me
					*Cuggestions for improvement
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No:	(1)
. ~~		<b>,</b> - ,

Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson two: Team Talk
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes					Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick list	Starting the lesson	2m
1	Understand the main points of short, simple dialogues related to everyday	Activity Book	Instruction: Qs answers	based assessment:		Tch explains the objective/s of the lesson	5m
	situations, if guided by questions	Audio CD	Work with the book	Performance Speech		Pps listen and skim the dialogue to answer ex1	10m
2	Scan a simple text to find specific information	White Board	Direct reading activities	Role playing	- Rubric	Pps reread the dialogue and discuss the answers for ex2 in pairs. Tch monitors	15m
3	Understand some details in extended dialogues on familiar everyday topics		-Groupwork: Discussion	-Observation: Random observation		Pps work on A.B. ex1,2,3 individually then compare & check with partners	10m
4	Act out a short dialogue or role play, given prompts		Group work Pair work	Lollipop stick		Finishing the lesson	3m
5	Talk about everyday activities, using simple language			technique			
6	Read a dialogue about a competition						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)
-------------

	1 ( – /
	Unit title: 4 Our planet
date: fromto	Lesson three: Grammar
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool				
	Students are supposed to:					Starting the lesson	2m		
		Pp's	- Direct	-Performance-	-Chick				
1	Understand the main points of short, simple dialogues related to	Book	Instruction: Qs answers	based assessment:	list	Tch explains the objective/s of the lesson	4m		
	everyday situations, if guided by questions	Audio CD	Work with the book	Performance Speech		Pps refer to previous lesson & answer ex1 qs in pairs.	5m		
			Direct	Specen		Pps read and try to circle to complete the rule then Tch asks	8m		
2	Scan a simple text to find specific information	White Board	reading activities		- Rubric	qs about the sentence on board to help pps. Pps write down the correct rule for ex2 and check partners.			
	1			-Observation:		1			
3	Identify specific information in short, simple dialogues, if there		-Groupwork:	Random observation		Pps work for ex3 to find examples of the rule then ask and answer in pairs for more practice in ex4	8m		
	is some repetition and rephrasing		Discussion Group work			Pps think about ex5 & 6then listen to audio and work out	8m		
4	Talk about matters of personal information and interest in some		Pair work	Lollipop stick technique		the exercises in pairs. Tch checks.			
	detail			teemique		Pps write the list, exchange with partners and discuss solutions (ex7). Tch helps.	8m		
5 6	Use modals of obligation Understand a listening task					Finishing the lesson	2m		

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)

	( - /
	Unit title: 4 Our planet
date: fromto	Lesson four: Activity Book/ Practice
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	A -4::4	Diment	Df	Clairala	Starting the lesson.	1m
1	Identify specific information in short, simple dialogues, if there is	Activity Book	- Direct Instruction: Qs answers	-Performance- based assessment:	-Chick list	Tch explains the objective/s of the lesson	1m
	some repetition and rephrasing	Audio CD	Work with the book	Performance Speech		Pps read the qs, listen to the audio and then answer ex1	6m
2	Talk about matters of personal information and interest in some	White Board	Direct reading activities			Pps work on ex2 individually, compare with partners and then volunteers read the completed sentences.	9m
	detail			-Observation: Random	- Rubric	Pps rewrite the sentences with modals for ex3. Then	9m
3	Use modals of obligation		-Groupwork: Discussion	observation		check answers as a class.	
4	Understand a listening task		Group work Pair work	Three facts		Pps order the words then discuss resulted sentences.	9m
				and a fib technique.		Pps work on Grammar reference practice ex1,2 individually then compare & check with partners	7m
						Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
	1.0. 6. 11.1		1	1	

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

	<b>Page</b>	No (	1
--	-------------	------	---

	Unit title: 4 Our planet
date: fromto	Lesson five: Book Club
Vertical Integration:	Horizontal Integration:
	date: fromto

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
1	Students are supposed to: Identify specific information in a simple story, if guided by questions	Pp's Book	- Direct Instruction:	-Performance- based	-Chick	Starting the lesson  Tch explains the objective/s of the lesson	2m 2m
2	Talk about matters of personal information and interest in some detail	Activity Book Audio CD	Qs answers Work with the book	assessment: Performance Speech		Pps look at the pictures and work in pairs to complete the activity to answer ex1. (before you read).	8m
3	Write a short description of a trip or	White	Direct reading activities	Role playing.	- Rubric	Pps listen and read then answer ex2	3m
4	event  Extract factual information from	Board	-Groupwork: Discussion	-Observation: Random		Tch checks comprehension with qs then activity book's ex1(after you read) in pairs to find answers to the story	8m
	short, simple dialogues or stories about past events, if spoken slowly		Group work Pair work	observation		Pps discuss in groups the answers for ex4 then check.	7m
	and clearly and guided by questions or prompts					Pps write a paragraph for ex6 individually.	7m
5	Understand a reading text					Pps work on A.B. ex2,3 individually then compare & check with partners	6m
6	Use extreme weather words					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No (	11)
·		· - /

Semester Hamitto (1)	20301111011	1 480 140 ( 1 )
Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson six: Vocabulary and Gramma
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		/ Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Scan a simple text to find	Pp's	- Direct	-Performance-	-Chick		
	specific information	Book	Instruction:	based	list	Tch explains the objective/s of the lesson	3m
			Qs answers	assessment:			
2	Understand the order in which	Audio	Work with	Performance		Pps look at pictures, listen to audio & answer ex1.	7m
	events happen, e.g. in diary	CD	the book	Speech			
	entries or a story		Direct			Pps work in pairs to find the words on ex2 referring to diary	7m
3	Extract factual information from	White	reading				
	short, simple dialogues or stories	Board	activities		- Rubric	Pps answer the qs individually and then work with partners	10m
	about past events			-Observation:		for ex3. Tch checks answers	
				Random			
4	Repeat phrases and short		-Groupwork:	observation		Pps read and try to circle and complete the rule then Tch	7m
	sentences, if spoken slowly and		Discussion			checks answers. Pps write down the correct rule for ex4.	
	clearly		Group work				
5	Give an opinion in a structured		Pair work	Lollipop stick		Pps listen to audio and answer the following qs in ex5 then	7m
	discussion, if guided by qs			technique		work in pairs to answer qs of ex6 relating the same topic	
6	Use words for extreme weather					Finishing the lesson	2m
7	Use reported questions and						
	commands						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
Note: koon a filo /a	kit of all the a	tivitios w	arkshoots and the recor	ding strategies) us	

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page No (1)

( - )		1 ( – /
Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson seven: Activity Book/ Practice
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	1 Issessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Activity	- Direct	-Performance-	-Chick	Starting the lesson	2m
1	Scan a simple text to find specific information	Book	Instruction: Qs answers	based assessment:	list	Tch explains the objective/s of the lesson	3m
2	Understand the order in which	White Board	Work with the	Performance Speech		Pps label the pictures for ex1	5m
	events happen, e.g. in diary entries or a story	20416	Direct reading activities	Special Control of the Control of th		Pps listen and answer for ex2 then listen again to complete the text in ex3	11m
3	Extract factual information from short, simple dialogues or stories about past events		-Groupwork: Discussion	-Observation: Random	- Rubric	Pps work individually to read and complete the reported qs for ex4 Tch monitors.	11m
4	Use words for extreme weather		Group work Pair work	observation		Pps work on Grammar reference practice ex3,4 individually then compare & complete with partners	10m
5	Use reported questions and commands					Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcome	s H	omework	Reflection:			
						*I feel satisfied with			
						*Challenges that faced me			
						*Suggestions for improvement			
Note: keep a file (a k	Note: keep a file (a kit of all the activities, worksheets and the recording strategies) used in this lesson.								
Prepared by : School principle					SignatureSignature				

#### **Lesson Plan**

Page No (1)

	U , ,
	Unit title: 4 Our planet
ate: fromto	Lesson eight: Culture
rtical Integration:	Horizontal Integration:
	ite: fromto

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Get the gist of short factual	Pp's	- Direct	-Performance	-Chick		
	school texts	Book	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	2m
2	Scan a simple text to find specific information	Activity Book	Work with the book	Performance Speech.		Pps discuss (before you read) for ex1 & answer in pairs. Tch	3m
			Direct	•		Pps listen and read the texts then read the fact for ex2. Tch	7m
3	Express opinions on familiar	Audio	reading			checks comprehension with qs	
	topics, using simple language	CD	activities		-		
				-Observation:	Rubric	Pps work for activity book's ex1 individually then in pairs to find	7m
4	Give brief reasons for opinions	White		Random		answers related to ex3 (after you read).	
	on familiar topics	Board	-	observation			
			Groupwork:			Pps work in pairs to discuss and answer for ex4. Tch checks	7m
	Identify key details (e.g. name,		Discussion				
	number) in factual talks on		Group work			Tch divides pps for groups & they divide work for the project.	10m
5	familiar topics, if spoken		Pair work			Tch helps and facilitates	
	slowly and clearly						
						Pps work on A.B. ex2,3 individually.	6m
6	Learn about climate change and					Fig. 1. a. d. 1	1
7	endangered animals					Finishing the lesson	1m
/	Revise vocabs and grammar						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

Page	No (	1	

		1 3.85 110 ( = )
Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson nine: English in action
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance-	-Chick	Starting the lesson	2m
1	Understand the main points of short, simple dialogues related to everyday	Activity	Instruction: Qs answers	based assessment:	list	Tch explains the objective/s of the lesson	3m
	situations, if guided by questions	Book	Work with the book	Performance Speech		Pps look at picture, listen to the audio then read the dialogue and answer the qs in ex1 in pairs	8m
2	Scan a simple text to find specific information	Audio CD White	Direct reading activities	Role playing	- Rubric	Tch reads out the advice in <i>Say it! box</i> and has pps work on ex2 in pairs.	8m
3	Act out a short dialogue or role play, given prompts	Board	-Groupwork:	-Observation:	- Kubiic	Pps in pairs choose a situation & act it out in a dialogue	8m
4	Understand some details in longer		Discussion Group work	Random observation		then swap roles for ex3. Tch monitors.	7m
	dialogues on familiar everyday topics, if guided by questions or prompts		Pair work	observation		Tch explains pronunciation box in ex4 and then check answers as a class.	/III
5	Learn to give advice					Pps work on A.B. ex1,2,3 individually then check with partners. Tch monitors	8m
6	Practise letters that are not pronounced in modals					Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

#### **Lesson Plan**

# Page No (1)

• •		
Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson ten: Literacy: reports
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessm		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Identify key information in short, simple factual texts from the headings and	Pp's Book	- Direct Instruction:	-Performance - based	-Chick list	Tch explains the objective/s of the lesson	2m
	illustrations	Activity	Qs answers Work with the	assessment: Performance		Pps look at diagrams & title to predict the answer for ex1 (before you read).	5m
3	Get the gist of short, factual school texts Scan a simple text to find specific info.	Book Audio	book Direct reading activities	Speech		Tch asks pps to find the words while they listen and read then checks comprehension with qs.	10m
4	Connect the information in a text with the	CD	activities		- Rubric	and read then checks comprehension with qs.	
	information given in charts, graphs or diagrams	White Board	-Groupwork:	-Observation: Random observation		Pps work individually to answer the qs in ex3 (after you read). Tch checks.	7m
5	Give brief reasons for their opinions on familiar topics	Board	Group work Pair work	Observation		Pps discuss about diagrams for ex4 then discuss more about pollution. Tch helps	5m
6	Extract the key details from extended informational monologues, if delivered in clear standard speech					Pps work on A.B. ex1,2 (vocabularies) individually then offer answers	7m
7 8	Understand a reading text Revise vocabulary and grammar					Pps work the A.B ex3 individually using complete sentences.	4m
	The state of the s					Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
			<u> </u>		

Prepared by :	School principle	Date	 Signature
	Supervisor	Date	 Signature

Page No (1)

Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson eleven: Writing
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Pp's Book	- Direct	-Performance -	-Chick list	Starting the lesson	2m
1	Identify main paragraph topics in simple texts on	1	Instruction: Qs answers	based assessment:		Tch explains the objective/s of the lesson	5m
	familiar subjects, if supported by prompts or questions	White Board	Work with the book Direct reading	Performance Speech		Pps read the report and the diagram and answer ex1	10m
2	Give brief reasons for their opinions on familiar topics		activities	-Observation:	- Rubric	Tch reads <i>how to write box</i> then pps read the report and match for ex2	10m
3	Integrate numerical information into an informational text to give more precise details, given a model		-Groupwork: Discussion	Random observation		Pps work individually to read the <i>How to write</i> box again and the tip for writing box then use the notes to write their own report as asked in ex3.	15m
4	Write a report					Tch helps.	
5	Revise vocabulary and grammar					Finishing the lesson	3m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcome	s Ho	mework	Reflection:
						*I feel satisfied with
						*Challenges that faced me
						*Suggestions for improvement
Note: keep a file (a l	kit of all the a	ctivities, wo	orksheets and the re	cording	strategies) u	ed in this lesson.
Prepared by :	Sch	nool princip	le	Date		Signature
	Sup	ervisor		Date		Signature

Semester P	lan No	(1)
------------	--------	-----

I USC ITO ( I I	Page	e No	(1)
-----------------	------	------	-----

Class / level: 7th grade		Unit title: 4 Our planet
Number of classes:	date: fromto	Lesson twelve: Practice
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:	Activity	- Direct	-Performance -	-Chick list	Starting the lesson	2m
1	Identify main paragraph topics in simple texts on	Book	Instruction: Os answers	based assessment:	Cinek iist	Tch explains the objective/s of the lesson	3m
	familiar subjects, if supported by prompts or questions	White Board	Work with the book Direct reading	Performance Speech		Pps read and complete the sentences with <i>while or however</i> individually for ex1	8m
			activities		- Rubric	Pps answer qs about a diagram in ex2. Tch checks	15m
2	Integrate numerical information into an informational text to give more precise details, given a model		-Groupwork: Discussion	-Observation: Random observation		Pps write notes to plan a report about a survey provided as a diagram then check each other's work. Tch monitors and helps with ideas for ex3	15m
3	Write a report					Pps work individually to write the report then they double check their spelling and punctuation. Tch checks.	2m
4	Revise vocabulary and grammar					Finishing the lesson	

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
					Juggestions for improvement

Prepared by:	School principle	Date Signat		Signature
	Supervisor	Date		Signature

#### **Lesson Plan**

Page No (1)

Class / level: 7th grade	Unit title: 4 Our planet	
Number of classes:	date: fromto	Lesson thirteen: Over to you!
Previous learning:	Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material /	Instructional	Assessment		Procedures	Duration
	Restores Strategy Strategy Tool		Tool				
	Students are supposed to:	Pp's Book	- Direct	-Performance	-Chick	Starting the lesson	1m
1	Understand short, school-related messages in emails,	Activity	Instruction: Qs answers	- based assessment:	list	Tch explains the objective/s of the lesson	3m
	text messages and social media postings	Book White	Work with the book Direct reading	Performance Speech		Tch revises necessary vocabs and grammar for the lesson using different techniques.	7m
2	Express opinions on familiar topics, using simple	Board	activities		_	Pps read the comments then answer the q in ex1. Tch checks.	10m
	language		-Groupwork:	-Observation: Random	Rubric	Pps reread the comments then work on the comprehension qs (ex2) in pairs then write their own comments. Tch helps.	10m
3	Review unit language		Discussion Group work	observation		Pps discuss the WOW Question (ex3) in groups and then give	3m
4	Revise vocabulary and grammar		Pair work			feedback to the class	1.0
						Pps work the A.B ex1,2,3,4 individually then compare.	10m
						Finishing the lesson	1m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
				_	*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

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

#### **Lesson Plan**

Page No (1)

	1 485 135 ( = )
	Unit title: 4 Our planet
date: fromto	Lesson fourteen: Get ready for
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material	Instructional	Assessment		Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
		Pp's	- Direct	-Performance	-Chick		
1	Scan a simple text to find	Book	Instruction:	- based	list	Tch explains the objective/s of the lesson	5m
	specific information		Qs answers	assessment:			
		Activity	Work with	Performance		Tch reads the Exam tip.	9m
2	Understand most of the	Book	the book	Speech.		Pps read the text then choose the correct options.	
	concrete details in informal		Direct				
	conversations on familiar	Audio	reading			Tch reads the second Exam tip.	7m
	everyday topics, if the speaker	CD	activities		-	Pps listen and choose the correct picture for part 2 of the Exam.	
	talks slowly and clearly			-Observation:	Rubric		
		White		Random		Pps work for activity book's ex1,2,3 individually then in pairs to	10m
3	Write simple sentences to	Board	-	observation		check answers for Exam part 2 listening activity.	
	describe what's happening in a		Groupwork:				
	sequence of pictures		Discussion			Pps work for activity book's ex1,2,3 individually then in pairs to	10m
			Group work			check answers for Exam part 2 reading and writing.	
4	Revise vocabulary and		Pair work				
	grammar					Tch checks both exams.	
						Finishing the lesson	2m

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement
				1	

repared by : School principle		Date		Signature
	Supervisor	Date		Signature

Page No (1)

	( -
	Unit title: Language booster 2
date: fromto	Lesson one: language booster 2
Vertical Integration:	Horizontal Integration:

No	Specific Outcomes	Material / Restores			ent Tool	Procedures	Duration
	Students are supposed to:					Starting the lesson	2m
1	Consolidate and extend vocabulary and grammar from Units 3,4	Pp's Book	- Direct	-Performance	-Chick		
	·	-	Instruction:	- based	list	Tch explains the objective/s	3m
2	Understand some details in extended dialogues on familiar	Activity	Qs answers	assessment:		of the lesson	
	everyday topics	Book	Work with	Performance			
3	Find a word in a sentence that has the same meaning as another		the book	Speech		Pps work on different	20m
	given word or phrase	Audio CD	Direct			exercise individually, in pairs	
			reading			and in groups as needed	
4	Identify specific information in detailed written dialogues	White	activities	-Observation:	-		
5	Find relevant internet texts on specific topics and extract the	Board		Random	Rubric	Tch monitors, checks and	
	most important information, e.g. for school projects			observation		helps whenever needed	
			-Groupwork:				
6	Use 'should(n't)' to offer or ask for advice or suggestions		Discussion			Pps work on A.B. exercises	15m
7	Use reflexive pronouns as objects or complements		Group work			individually then compare &	
			Pair work			check with partners	
8	Write simple factual descriptions of animals (e.g. habitat,						5m
	abilities), given prompts or a model					Finishing the lesson	
9	Act out a simple role-play or dialogue with correct intonation						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcomes	Homework	Reflection:
					*I feel satisfied with
					*Challenges that faced me
					*Suggestions for improvement

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

Prepared by :	School principle	Date	 Signature	
	Supervisor	Date	 Signature	

#### Lesson Plan

Page	No	11	١
rage	140	т,	,

Schiester Flan No ( 1 )	LC33011 I IIII	rage No ( I )
Class / level: 7th grade		Unit title: Think like a scientist 2
Number of classes:	date: fromto	Lesson one: Social studies, science.
Previous learning:	Vertical Integration:	Horizontal Integration: Social studies

No	Specific Outcomes	Material /	Instructional			Procedures	Duration
		Restores	Strategy	Strategy	Tool		
	Students are supposed to:					Starting the lesson	2m
1	Learn how to give an explanation	Pp's Book	- Direct	-Performance-	-Chick list		
			Instruction:	based		Tch explains the objective/s of the lesson	3m
2	Connect the information in a text	Audio CD	Qs answers	assessment:			
	with the information given in charts,		Work with the	Performance		Pps work on different exercise individually, in	35m
	graphs or diagrams	White	book	Speech		pairs and in groups as needed	
		Board	Direct reading				
3	Express their opinions on familiar		activities		- Rubric	Tch monitors, checks and helps whenever	
	topics, using simple language			-Observation:		needed	
				Random			
4	Identify key details (e.g. name,		-Groupwork:	observation		Finishing the lesson	5m
	number) in factual talks on familiar		Discussion				
	topics, if spoken slowly and clearly		Group work				
			Pair work				
5	Use linking words such as "when",						
	"if", "that" and "because" to join						
	clauses and sentences together						

(Daily follow- up table)

Day & Date	Section	Period	Fulfilled Outcom	es H	Iomework	Reflection:
						*I feel satisfied with
						*Challenges that faced me
						*Suggestions for improvement
Note: keep a file (a	kit of all the a	ctivities, wo	orksheets and the r	ecordin	g strategies)	sed in this lesson.
Prepared by :	Scho	ool principl	e	Date		Signature
	Supe	ervisor		Date		Signature

Semester Pla	ın No ( 1 )
--------------	-------------

Class / level: 7th grade

#### **Lesson Plan**

Page	No	12	١
Page	INO (	( Z )	,

Unit title: Think like a scientist 2

\*I feel satisfied with .....

\*Suggestions for improvement ......

Number of classes: Previous learning:			to gration:		Lesson one: Social studies, science.  Horizontal Integration: <u>Social studies</u>		
No	Specific Outcomes	Mater Resto		l Asses Strategy	sment Tool	Procedures	Duration
1 2 3	Students are supposed to: Learn about rainforests  Get the gist of short, simple texts familiar topics, if supported by pictures  Identify main paragraph topics in simple texts on familiar subjects, supported by prompts or question  Use linking words such as "when "if", "that" and "because" to join clauses and sentences together	White Board if as	Instruction:	-Performance-based assessment: Performance Speech -Observation: Random	-Chick list	Starting the lesson  Tch explains the objective/s of the lesson  Pps work on different exercise individually, in pairs and in groups as needed  Tch monitors, checks and helps whenever needed  Finishing the lesson	2m 3m 35m
`	y & Date Section F	Period F	ulfilled Outcomes	Homework	Reflect	ion:	,

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

# This preparation was achieved by a member in

# JT-EG

(Jordan Teachers of English Group)

https://t.me/+B2Efd4MSUcczYmNk

For the sake of all 7<sup>th</sup> Grade teachers in our beloved kingdom

Please forgive us for any mistake for we did our best