

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title : If you are happy, write about it!  
Lesson title : the alternatives

Date: from

Previous Learning:

Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use pictures to make guesses	Student's Book pages 36–37 • Dictionaries • Glossary – Activity Book pages 67–68 • Cassette	1 – 1 / 1 – 3	1 – 3 / 1 – 6	2	In this module, students will encounter different systems of writings and different styles of writing. Have students read all four questions before you play the cassette so that they know what information they should be listening out for. Tell them that the answers for these questions are found in the listening text. • Then, play the cassette. You can choose whether or not to pause every now and then in order to make the exercise slightly easier for students. • Once you have finished playing the cassette, see if students can put the questions in order. They will have time to check their responses in the next exercise. • Do not answer any questions relating to unfamiliar vocabulary if the words are featured in exercise 4. However, encourage students to use a dictionary if there are any other words they do not understand	- 15 M
2	• To demonstrate understanding of a listening text to put information in order of appearance		1 – 7 / 1 – 8	2 – 2 / 3 – 2			- 15 M
	• To use context to guess the meaning of new words		1 – 9	4 – 3 / 5 – 1			- 15 M
	• To use dictionaries and glossaries to confirm and clarify word meaning		2				- 20 M
	• To participate in a group discussion to talk about languages		3 – 1 / 3 – 3 3 – 8				- 25 M
			4 – 1 / 4 – 4 4 – 8 / 4 – 9				

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by : Omar hajaya  
Supervisor

School principle  
Signature :

Date :..... Signature :

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title : If you are happy, write about it!  
Lesson title : the alternatives

Date: from

Previous Learning:  
Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use context to guess the meaning of new words • To use dictionaries and glossaries to confirm and clarify word meaning • To demonstrate understanding of a text about the history of written communication by answering questions • To use the First Conditional to make a chain of conditions about activities • To develop speaking strategies by responding to peers and encouraging them in a discussion about personal activities • To take part in a debate about sending letters or emails • To appraise writing to people	Student's Book pages 38–40 • Dictionaries • Glossary – Activity Book pages 67–68 • Cassette • Activity Book: Module 4 – pages 30–31	1 – 1 / 1 – 3	1 – 3 / 1 – 6	2	Put students into pairs to check their answers. Tell students to follow the stages in the Listening Strategies box to complete the exercise.	- 15 M
2			1 – 7 / 1 – 8	2 – 2 / 3 – 2		Have students work in small groups to read the key words and then try to guess their meanings based on how they were used in the previous exercise.	- 15 M
			1 – 9	4 – 3 / 5 – 1		Have students read through the text alone, bearing the rubric's questions in mind as they do. Make sure students understand what the First Conditional means	- 15 M
			2			Have students complete the text using the six given verbs. Read the rubric and then go through the example. Read the Speaking Strategies with the class. Put students into pairs, based on who you think will work well together. More guidance about holding a debate is found in the Introduction on pages 13–15. complete the table below to assess and evaluate students' progress.	- 20 M
			3 – 1 / 3 – 3				- 25 M
			3 – 8				
			4 – 1 / 4 – 4				
			4 – 8 / 4 – 9				

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 3 on page 39 and exercise 5 on page 40

Reflection :

- I feel satisfied with .....
- Challenges that faced me .....

.....  
3- Suggestion for improvement .....

Prepared by :  
Supervisor

School principle  
Date : .....

Date : ..... Signature :

Class / Level : 9<sup>th</sup> grade  
 Number of Classes : 2

Unit title : If you are happy, write about it!  
 Lesson title : How the Egyptians wrote

Previous Learning:  
 Vertical Integration:

Date: from

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use pictures to make guesses about writing in the past • To use context to guess the meanings of new words • To use dictionaries and glossaries to confirm and clarify word meaning • To scan a text about Egyptian hieroglyphics • To interpret reading material by answering questions • To demonstrate understanding of a listening text on fun facts about writing • To role-play a writer of an early system of writing • To write a short message using a new writing system	• Student's Book pages 41–43 • Dictionaries • Glossary – Activity Book pages 67–68 • Cassette • Activity Book: Module 4 – page 32	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9 2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Play the cassette and give students time to guess the meanings of the key words.	- 15 M
2						Test students' knowledge of hieroglyphic writing by asking them to work in pairs and answer each of the questions.	- 15 M
						Ask the students to answer the four questions in pairs.	- 15 M
						Tell students to raise their hands when they think you have reached an answer	- 20 M
						When all students have finished, have them swap their work with somebody else in the class.	- 25 M
						Read the rubric and give students time to look at the table before you play the cassette.	
						Put students in pairs to check their answers.	
						Walk around the class listening in on conversations without interrupting.	
						Put students into groups and make sure they understand the concept behind the exercise	
						Discuss responses as a class and take the opportunity to encourage students to continue working hard to learn English.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 4 on page 42 and exercise 5 on page 43

Reflection :

- 1- I feel satisfied with .....
- 2- Challenges that faced me .....

.....

3- Suggestion for improvement .....

.....

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

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

Previous Learning:  
Vertical Integration:

Lesson Plan

Unit title : If you are happy, write about it!

Lesson title : Language Development & An email in hieroglyphics

Date: from

Horizontal Integration:

Page No ( 1 )

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To participate in a peer discussion using sentences with the First Conditional	• Student's Book pages 45–46	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Have students familiarize themselves with the available phrases in the box. Mark students' work from exercise 1 as they are working.	- 15 M
2	To identify words from definitions to complete a crossword puzzle	• Activity Book: Module 4 – pages 36–37	2			Read the quotation to the class. Ask students to try translating it and explaining what it means	- 15 M
	To use symbols to decipher an email in hieroglyphics		3 – 1 / 3 – 3 3 – 8			Put students into pairs and tell them to read through their first assignment. One student should use their Student's Book to view the Project email, and the other to see the alphabet on page 42.	- 20 M
	• To write a short email in English using Egyptian hieroglyphics	Student's Book page 47	4 – 1 / 4 – 4 4 – 8 / 4 – 9			• Then, all students should start trying to translate the email into English. Tell them not to be concerned if the translation seems a little flawed – part of their task is to highlight and discuss any problems they encounter Remaining in their pairs, have students prepare a short email in English. • They should then work together to translate it into Egyptian hieroglyphics, using the alphabet on page 42 as a guide.	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				The crossword puzzle on page 46
				Any of the exercises on page 45
				Project

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

.....

3- Suggestion for

improvement .....

Prepared by :  
Supervisor

School principle Date : ..... Signature :  
Date : ..... Signature :

Lesson Plan

Page No ( 1 )

Form # Qf71-14rev.a

Class / Level : 9<sup>th</sup> grade  
 Number of Classes : 2  
 Date: from  
 Previous Learning:  
 Vertical Integration:

Unit title: Money doesn't bring happiness  
 Lesson title : happiness

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use context to guess the meaning of new words • To use context to identify the meaning of unfamiliar words and ideas when listening to a text about money • To use dictionaries and glossaries to confirm and clarify word meaning • To participate in a class discussion about adjectives and their connotations	Student's Book pages 48–49 • Dictionaries • Glossary – Activity Book pages 68–69 • Cassette	1 – 1 / 1 – 3	1 – 3 /	2	*Read the rubric so that students have a rough idea of what the conversation on the cassette will be about.	- 15 M
2			1 – 7 / 1 – 8	1 – 6		*Play the cassette for students to guess the meanings of the key words based on the context in which they are used	- 15 M
			1 – 9	2 – 2 /		* Have students work in pairs or small groups to read through the list of key words and then try to guess the answer for each sentence.	- 15 M
			2	3 – 2		* Read through the list of values associated with money.	- 20 M
			3 – 1 / 3 – 3	4 – 3 /		* Draw a table on the board with two columns, Positive and Negative, for students to put each of the given words in the correct column.	- 25 M
			3 – 8	5 – 1		*When all the students are finished, instruct them to complete Assessment Tool 7 on page 76 of the Activity Book.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

.....

3- Suggestion for improvement .....

Prepared by :  
 Supervisor

School principle  
 Date :..... Signature :

Date :..... Signature :

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title: Money doesn't bring happiness  
Lesson title : Volunteer! Save lives!

Date: from

Previous Learning:  
Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	<ul style="list-style-type: none"> <li>To use pictures to make guesses</li> <li>To use context to guess the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Student's Book pages 53–55</li> </ul>	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	<ul style="list-style-type: none"> <li>* Play the cassette and give students time to guess the meanings of the key words.</li> <li>* Have students read the definitions individually and then find the corresponding key words to match them.</li> </ul>	- 15 M
2	<ul style="list-style-type: none"> <li>To use context to identify the meaning of unfamiliar words and ideas when reading a text about the Red Crescent</li> <li>To use dictionaries and glossaries to confirm and clarify word meaning</li> <li>To use prior knowledge to answer questions about the Red Crescent</li> <li>To develop reading strategies to predict answers to questions</li> <li>To develop strategies of active listening to a text about first aid</li> <li>To compare and contrast different opinions of different persons on choosing a project proposal</li> <li>To write an argument for a project proposal</li> <li>To prescribe community service</li> </ul>	<ul style="list-style-type: none"> <li>Dictionaries</li> <li>Glossary – Activity Book pages 68–69</li> <li>Cassette</li> <li>Activity Book: Module 5 – pages 40–41</li> </ul>	2  3 – 1 / 3 – 3 3 – 8  4 – 1 / 4 – 4 4 – 8 / 4 – 9			<ul style="list-style-type: none"> <li>* Read the rubric and remind students not to look at the article before they give answers to each of the questions.</li> <li>* Students should read the article once through in order to properly understand what is written.</li> <li>For homework, have students use each of the relative pronouns in sentences where they refer to one of the other given options.</li> <li>* Check answers as a class. Encourage as many students as possible to share their ideas since there is no one single correct answer.</li> <li>* Tell students that they will be listening to a recording of a doctor talking about first aid</li> <li>* Instruct students to work methodically through each of the given points in the rubric.</li> <li>* Walk around the classroom while students are practicing, giving advice on making speeches – sentences shouldn't be too long, provide students with the following example of an argumentative paragraph</li> </ul>	- 15 M - 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 4 on page 54
				Exercise 5 on page 55

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

.....

3- Suggestion for improvement .....

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

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title: Money doesn't bring happiness  
Lesson title : Agreeing and disagreeing

Previous Learning:  
Vertical Integration:

Date: from

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To recognise the significance of agreement and disagreement expressions for understanding when listening to a dialogue	Student's Book page 56	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	* Tell students that, as they listen to the cassette, they should put a tick next to any of the given expressions they hear being used * In their groups, have students remind themselves of the arguments they composed in the last lesson. * Tell students that, in this exercise, they will be listening to each other's speeches.	- 15 M
2	• To take part in a debate using words related to agreement and disagreement To participate in a peer discussion about personal activities • To identify words from definitions to complete a crossword puzzle	Book: Module 5 – page 42 Student's Book pages 57–58 • Cassette • Activity Book: Module 5 – pages 43–44	2 3 – 1 / 3 – 3 3 – 8 4 – 1 / 4 – 4 4 – 8 / 4 – 9			Chair a small debate. Tell the class that they will eventually have to decide which one of the proposed aid projects they think is best Have students read through the dialogue individually, filling in the gaps with the correct words. Play the cassette for students to listen to the dialogue and mark their own work. Put students into pairs and make sure they understand what they have to do to complete the activity. Students will have encountered all of the words as key words throughout the module. Give students the option whether to work individually or in pairs to complete the crossword. Fill in the grid by inviting volunteers to the board in response to definitions as you read them. Ask students to bring in their notes from Lesson 5 for the next lesson.	- 15 M - 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 4 on page 54
				The Crossword Puzzle on page 58

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for improvement .....

Prepared by :  
Supervisor

School principle Date : ..... Signature :  
Date : ..... Signature :

Form # Qf71-14rev.a

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title: Money doesn't bring happiness  
Lesson title : Agreeing and disagreeing

Previous Learning:  
Vertical Integration:

Date: from

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To participate in a class discussion about reasons for	A large sheet of construction paper per group, coloured paper, scissors, marker pens, a glue stick and blue tack • Student's Book page 59 • Activity Book: Module 5 – pages 45–46	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	1	Explain to students that the purpose of the assignment is to make a poster like the one on page 59.	- 15 M
2	supporting a charitable organisation		2		3	Set a time limit for groups to complete their posters and give notice when there are ten minutes remaining, five minutes, and so on.	- 15 M
	• To make a poster for a charitable campaign		3 – 1 / 3 – 3 3 – 8				- 15 M
	• To take part in a well-prepared authentic presentation to the class		4 – 1 / 4 – 4 4 – 8 / 4 – 9		2	The focus on this assignment will be an oral presentation of the poster produced in the previous assignment.	- 20 M
	• To devise a plan to help					To finish the lesson, discuss how you might implement some of these ideas to hold an actual charity fund-raising event in school.	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 4 on page 54
				The Crossword Puzzle on page 58

Reflection :

1- I feel satisfied with

2- Challenges that faced me

3- Suggestion for improvement .....

Prepared by :  
Supervisor

School principle Date : ..... Signature :  
Date : ..... Signature :

Form # Qf71-14rev.a



Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title: Money doesn't bring happiness  
Lesson title : Volunteer! Save lives!

Date: from

Previous Learning:  
Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	<ul style="list-style-type: none"> <li>To use pictures to make guesses</li> <li>To use context to guess the meaning of new words</li> </ul>	<ul style="list-style-type: none"> <li>Student's Book pages 53–55</li> </ul>	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2	2	* Play the cassette and give students time to guess the meanings of the key words. * Have students read the definitions individually and then find the corresponding key words to match them.	- 15 M
2	<ul style="list-style-type: none"> <li>To use context to identify the meaning of unfamiliar words and ideas when reading a text about the Red Crescent</li> <li>To use dictionaries and glossaries to confirm and clarify word meaning</li> <li>To use prior knowledge to answer questions about the Red Crescent</li> <li>To develop reading strategies to predict answers to questions</li> <li>To develop strategies of active listening to a text about first aid</li> <li>To compare and contrast different opinions of different persons on choosing a project proposal</li> <li>To write an argument for a project proposal</li> <li>To prescribe community service</li> </ul>	<ul style="list-style-type: none"> <li>Dictionaries</li> <li>Glossary – Activity Book pages 68–69</li> <li>Cassette</li> <li>Activity Book: Module 5 – pages 40–41</li> </ul>	2  3 – 1 / 3 – 3 3 – 8  4 – 1 / 4 – 4 4 – 8 / 4 – 9	4 – 3 / 5 – 1		* Read the rubric and remind students not to look at the article before they give answers to each of the questions. * Students should read the article once through in order to properly understand what is written. For homework, have students use each of the relative pronouns in sentences where they refer to one of the other given options. * Check answers as a class. Encourage as many students as possible to share their ideas since there is no one single correct answer. * Tell students that they will be listening to a recording of a doctor talking about first aid * Instruct students to work methodically through each of the given points in the rubric. * Walk around the classroom while students are practicing, giving advice on making speeches – sentences shouldn't be too long, provide students with the following example of an argumentative paragraph	- 15 M - 15 M - 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 4 on page 54
				Exercise 5 on page 55

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

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3- Suggestion for improvement .....

Prepared by :  
Supervisor

School principle  
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 Number of Classes : 2  
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 Vertical Integration:

# Lesson Plan

Unit title: Money doesn't bring happiness  
 Lesson title : happiness

Page No ( 1 )

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strateg y	Tool		
1	To use context to guess the meaning of new words • To use context to identify the meaning of unfamiliar words and ideas when listening to a text about money • To use dictionaries and glossaries to confirm and clarify word meaning • To participate in a class discussion about adjectives and their connotations	Student's Book pages 48–49 • Dictionaries • Glossary – Activity Book pages 68–69 • Cassette	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	*Read the rubric so that students have a rough idea of what the conversation on the cassette will be about.	- 15 M
2			2			*Play the cassette for students to guess the meanings of the key words based on the context in which they are used	- 15 M
			3 – 1 / 3 – 3 3 – 8			* Have students work in pairs or small groups to read through the list of key words and then try to guess the answer for each sentence.	- 15 M
			4 – 1 / 4 – 4 4 – 8 / 4 – 9			* Read through the list of values associated with money. * Draw a table on the board with two columns, Positive and Negative, for students to put each of the given words in the correct column. *When all the students are finished, instruct them to complete Assessment Tool 7 on page 76 of the Activity Book.	- 20 M - 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework

## Reflection :

- 1- I feel satisfied with .....
- 2- Challenges that faced me .....

3- Suggestion for improvement .....

Prepared by :  
 Supervisor

School principle Date :..... Signature :  
 Date :.....Signature :

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title: Money doesn't bring happiness  
Lesson title : A miser's final wish

Date: from

Previous Learning:  
Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To analyze a text and make inferences	Student's	1 – 1 / 1 – 3	1 – 3 /	2	* Have students read the story individually. They should try to work out the meanings of words they do not understand from the context in which they are used..	- 15 M
2	• To use context to guess the meaning of new words	Book pages 50–52	1 – 7 / 1 – 8	1 – 6		* Divide the class into two groups in order to have a debate. Tell one half that they should defend Mrs. Lin's actions and the other half should argue against them.	- 15 M
	• To use context to identify the meaning of unfamiliar words	• Dictionaries	1 – 9	2 – 2 /		* Play the cassette to give students a chance to hear each of the key words used in a different context	- 15 M
	and ideas when reading a text about money	• Glossary – Activity	2	3 – 2		* small groups, students discuss their answers and agree on a single answer for each question.	- 20 M
	• To use dictionaries and glossaries to confirm and clarify word meaning	Book pages 68–69	3 – 1 / 3 – 3	4 – 3 /		* Instruct students to copy the table into their notebooks.	- 25 M
	• To classify countable and uncountable nouns in a table	• Cassette	3 – 8	5 – 1		* Read the rubric and clarify any doubts.	
	• To use quantity words and expressions to describe two pictures by finding the differences between them	• Activity Book: Module 5 – pages 38–39	4 – 1 / 4 – 4			*Direct students' attention to the first picture and the words and phrases they should use to describe it.	
	• To interview peers about possessions and lifestyle using <i>How much</i> and <i>How many</i>		4 – 8 / 4 – 9			*Have them describe the picture following the instructions in the rubric. Walk around the classroom making sure they are writing down their responses.	
						*Students should choose either How much or How many to complete each sentence, in conjunction with the verbs in brackets.	
						*Put students into pairs, placing weaker students with stronger ones in order to have the class move forward at the same pace	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 1 on page 51
				Exercises 4 and 5 on page 52

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

.....

3- Suggestion for

improvement .....

Prepared by :  
Supervisor

School principle Date :..... Signature :  
Date :.....Signature :

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

# Lesson Plan

Page No ( 1 )

Unit title : If you are happy, write about it!  
Lesson title : the alternatives

Date: from

Previous Learning:  
Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To use context to guess the meaning of new words • To use dictionaries and glossaries to confirm and clarify word meaning • To demonstrate understanding of a text about the history of written communication by answering questions • To use the First Conditional to make a chain of conditions about activities • To develop speaking strategies by responding to peers and encouraging them in a discussion about personal activities • To take part in a debate about sending letters or emails • To appraise writing to people	Student's Book pages 38–40 • Dictionaries • Glossary – Activity Book pages 67–68 • Cassette • Activity Book: Module 4 – pages 30–31	1 – 1 / 1 – 3	1 – 3 / 1 – 6	2	Put students into pairs to check their answers. Tell students to follow the stages in the Listening Strategies box to complete the exercise.	- 15 M
2			1 – 7 / 1 – 8	2 – 2 / 3 – 2		Have students work in small groups to read the key words and then try to guess their meanings based on how they were used in the previous exercise.	- 15 M
			1 – 9	4 – 3 / 5 – 1		Have students read through the text alone, bearing the rubric's questions in mind as they do. Make sure students understand what the First Conditional means	- 15 M
			2			Have students complete the text using the six given verbs. Read the rubric and then go through the example. Read the Speaking Strategies with the class. Put students into pairs, based on who you think will work well together. More guidance about holding a debate is found in the Introduction on pages 13–15. complete the table below to assess and evaluate students' progress.	- 20 M
			3 – 1 / 3 – 3				- 25 M
			3 – 8				
			4 – 1 / 4 – 4				
			4 – 8 / 4 – 9				

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 3 on page 39 and exercise 5 on page 40

Reflection :

- I feel satisfied with .....
- Challenges that faced me .....

.....  
3- Suggestion for improvement .....

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

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

Previous Learning:  
Vertical Integration:

Lesson Plan

Unit title : If you are happy, write about it!

Lesson title : Language Development & An email in hieroglyphics

Date: from

Horizontal Integration:

Page No ( 1 )

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	To participate in a peer discussion using sentences with the First Conditional	• Student's Book pages 45–46	1 – 1 / 1 – 3 1 – 7 / 1 – 8 1 – 9	1 – 3 / 1 – 6 2 – 2 / 3 – 2 4 – 3 / 5 – 1	2	Have students familiarize themselves with the available phrases in the box. Mark students' work from exercise 1 as they are working.	- 15 M
2	To identify words from definitions to complete a crossword puzzle	• Activity Book: Module 4 – pages 36–37	2			Read the quotation to the class. Ask students to try translating it and explaining what it means	- 15 M
	To use symbols to decipher an email in hieroglyphics		3 – 1 / 3 – 3 3 – 8			Put students into pairs and tell them to read through their first assignment. One student should use their Student's Book to view the Project email, and the other to see the alphabet on page 42.	- 20 M
	• To write a short email in English using Egyptian hieroglyphics	Student's Book page 47	4 – 1 / 4 – 4 4 – 8 / 4 – 9			• Then, all students should start trying to translate the email into English. Tell them not to be concerned if the translation seems a little flawed – part of their task is to highlight and discuss any problems they encounter Remaining in their pairs, have students prepare a short email in English. • They should then work together to translate it into Egyptian hieroglyphics, using the alphabet on page 42 as a guide.	- 25 M

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				The crossword puzzle on page 46
				Any of the exercises on page 45
				Project

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

.....

3- Suggestion for

improvement .....

Prepared by :  
Supervisor

School principle Date : ..... Signature :  
Date : ..... Signature :

Lesson Plan

Page No ( 1 )  
Form # Qf71-14rev.a

Class / Level : 9<sup>th</sup> grade  
Number of Classes : 2

Unit title : If you are happy, write about it!  
Lesson title : How the Egyptians wrote

Date: from

Previous Learning:  
Vertical Integration:

Horizontal Integration:

No.	Specific Outcomes	Resources & Materials	Instructional Strategies	Assessment		Procedures	Duration
				Strategy	Tool		
1	<ul style="list-style-type: none"> <li>To use pictures to make guesses about writing in the past</li> <li>To use context to guess the meanings of new words</li> <li>To use dictionaries and glossaries to confirm and clarify word meaning</li> <li>To scan a text about Egyptian hieroglyphics</li> <li>To interpret reading material by answering questions</li> <li>To demonstrate understanding of a listening text on fun facts about writing</li> <li>To role-play a writer of an early system of writing</li> <li>To write a short message using a new writing system</li> </ul>	<ul style="list-style-type: none"> <li>Student's Book pages 41–43</li> <li>Dictionaries</li> <li>Glossary – Activity Book pages 67–68</li> <li>Cassette</li> <li>Activity Book: Module 4 – page 32</li> </ul>	1 – 1 / 1 – 3	1 – 3 / 1 – 6	2	Play the cassette and give students time to guess the meanings of the key words.	- 15 M
2			1 – 7 / 1 – 8	2 – 2 / 3 – 2		Test students' knowledge of hieroglyphic writing by asking them to work in pairs and answer each of the questions.	- 15 M
			1 – 9	4 – 3 / 5 – 1		Ask the students to answer the four questions in pairs.	- 15 M
			2			Ask the students to answer the four questions in pairs.	- 15 M
			3 – 1 / 3 – 3			Tell students to raise their hands when they think you have reached an answer	- 20 M
			3 – 8			When all students have finished, have them swap their work with somebody else in the class.	- 25 M
			4 – 1 / 4 – 4			Read the rubric and give students time to look at the table before you play the cassette.	
			4 – 8 / 4 – 9			Put students in pairs to check their answers.	
						Walk around the class listening in on conversations without interrupting.	
						Put students into groups and make sure they understand the concept behind the exercise	
						Discuss responses as a class and take the opportunity to encourage students to continue working hard to learn English.	

Day & Date	Section	Period	Fulfilled Outcomes	Homework
				Exercise 4 on page 42 and exercise 5 on page 43

Reflection :

1- I feel satisfied with .....

2- Challenges that faced me .....

.....

3- Suggestion for improvement .....

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Prepared by :  
Supervisor

School principle Date : ..... Signature :  
Date : ..... Signature :