Lesson plans

Ninth grade

Unit 1

Semester Plan No ( 1 ) Lesson Plan Page No ( 1 )

 Unit Title : Starting out

Class/Level 9th grade Lesson Title: Outcomes Number of classes: 3 Date : From \_\_/\_\_ To \_\_/\_\_

Previous Learning: - Vertical Integration: Action Pack 8 Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 5155155 | * Warm up qs.
* S. do before you start qs in pairs then make notes about a radio programme.
* T. checks.
* S. do the rest of exercises in both books in groups and pairs.
* T. checks and helps.
 | 12 | 3:1, 24:3 | 1:4,73:7,8 | S.BA.BCassette | To use pictures to participate in a simple discussion about friendship.To use context to guess the meaning of new words.To use dictionaries and glossaries to confirm and clarify word meanings.To develop respect for people: family, friends… | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 1 ) Lesson Plan Page No ( 1 )

 Unit Title : Starting out

Class/Level 9th grade Lesson Title: Friends

 Number of classes: Date : From /\_\_\_ To /\_\_

Previous Learning: - Vertical Integration: Action Pack 8 Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 10510515 | * S. do before you start qs in pairs.
* T. checks and helps.
* S. in pairs skim the story and listen to the words and guess their meanings.
* T. checks and helps.
* S. in groups read the story and answer the qs.
 | 12 | 3: 1, 24:31:7 | 1: 3, 4, 8, 93:1,7,84:1 | S.BCassetteA.BDictionaryGlossary | To use context to guess the meaning of new words.To use dictionaries and glossaries to confirm and clarify word meanings.To make connections between a reading text about friendship and personal ideas and beliefs. | 123 |

(Daily follow – up table)

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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 1 ) Lesson Plan Page No ( 2 )

 Unit Title : Starting out

Class/Level 9th grade Lesson Title: Friends

Number of classes: Date : From /\_\_\_ To /\_\_\_

Previous Learning: - Vertical Integration: Action Pack 8 Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 2173185 | * T. checks the story’s qs.
* S. in groups do the grammar exercises then the listening qs.
* T. checks and helps.
* S. have a debate about the most important qualities in a friend and then do A.B exercises in groups and pairs.
* T. checks and helps.
 | 12 | 3:1, 24:31:7 | 1:3, 4, 8, 93:1,7,84:1 | S.BCassetteA.BDictionaryGlossary | To consolidate the grammar learnt in Action Pack 8.To take part in a debate about the most important qualities in a friend.To develop tolerance and acceptance of others. | 456 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 1 ) Lesson Plan Page No ( 1 )

 Unit Title : Starting out

Class/Level 9th grade Lesson Title: People from the past Number of classes: Date : From / To /

Previous Learning: past simple Vertical Integration: Action Pack 8 Horizontal Integration: \_\_\_\_

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 5517512 | * S. do before you start qs in pairs.
* T. checks and helps.
* S. in pairs skim the texts and listen to the words and guess their meanings.
* T. checks and helps.
* S. read the texts and then do A.B exercises in groups.
 | 12 | 3: 1, 24:3 | 1: 3, 4, 8, 93:1,7,8 | S.BCassetteA.B DictionaryGlossary | To skim a reading text about famous people from the past.To use context to guess the meaning of new words.To use dictionaries and glossaries to confirm and clarify word meanings.To develop listening strategies to complete a factfile.To demonstrate understanding of a conversation about Alexander the Great. | 12345 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 1 ) Lesson Plan Page No ( 2 )

 Unit Title : Starting out

Class/Level 9th grade Lesson Title: People from the past Number of classes: Date : From / To /

Previous Learning: past simple Vertical Integration: Action Pack 8 Horizontal Integration: \_\_\_\_

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| --- | --- | --- | --- | --- | --- | --- |
| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 2173185 | * T. checks the A.B exercises.
* S. in groups do the grammar exercises then read the listening strategies.
* T. checks and helps.
* S. answer the listening qs, do the rest of S.B exercises and then do the A.B exercises in groups and pairs.
* T. checks and helps.
 | 12 | 3: 1, 24:3 | 1: 3, 4, 8, 93:1,7,8 | S.BCassetteA.B DictionaryGlossary | To engage in a discussion about favourite famous people and give reasons for choosing them.To write a factfile giving essential information about a famous person.To distinguish people for good qualities.To apply literacy / reading books.To respect sport rules. | 678910 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson plan

Ninth grade

Unit 2

Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: Outcomes Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: -

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| --- | --- | --- | --- | --- | --- | --- |
| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 3102103152 | * S. read the outcomes & T. explains.
* Before you start qs in pairs then s. match with the pictures.
* T. checks.
* S. listen to the words in context, try to guess their meanings and then check them up in the glossary in groups.
* T. checks.
* S. do the rest of exercises in both books in groups.
* T. checks and helps.
 | 12 | 3:1, 24:3 | 1:4,7, 8, 93:7,8 | S.BDictionaryGlossary- A.BCassetteA.B | To use pictures to make guesses about how people dress.To use context to guess the meanings of new words.To use dictionaries and glossaries to confirm and clarify word meaning.To participate in class discussions about appropriate types of clothes for different occasions. | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: Traditional garments Number of classes: Date : From / To /

Previous Learning: adjectives Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 5155155 | * Before you start in pairs.
* S. read the conversations, then match and answer the question in groups.
* T. checks and helps.
* S. ,in pairs, listen to the words in sentences, try to guess their meanings then look them up in the glossary.
* T. checks and helps.
 | 12 | 3:1, 24:3 | 1:4, 7, 8 ,93:1,7,8 | S.BDictionary Glossary-CassetteA.B | To demonstrate understanding of a reading text by matching information with pictures.To use context to guess the meanings of new words.To use dictionaries and glossaries to confirm and clarify word meaning. | 123 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 2 ) Lesson Plan Page No ( 2 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: Traditional garments Number of classes: Date : From / To /

Previous Learning: adjectives Vertical Integration: from 5th grade Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 1751544 | * S. in groups do the grammar exercises and conclude the rules.
* T. checks and helps.
* S. in pairs answer the comparative and superlative exercises, then write about different styles and types of clothes.
* T. checks.
* S. do A.B in groups and pairs.
 | 12 | 3:1, 24:3 | 1:3, 4, 7, 8, 93:1,2, 6, 7,8 | S.BDictionary Glossary-CassetteA.B | To interview peers about preferences for a questionnaire.To use relative pronouns to describe people based on their photographs.To use comparative and superlative to classify adjectives into a table. | 456 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: The employee of the month is… Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 5151015 | * Warm up qs.
* Before you start in groups: S. listen to the tape and try to guess the meanings then find them in the glossary.
* T. checks and helps.
* S. in pairs read the reading strategies and the text and answer the meanings qs.
 | 12 | 3:1, 24:3 | 1:4, 7, 8, 93:1,7,8 | S.BDictionary GlossaryCassetteA.B | To use context to guess the meanings of new words.To use dictionaries and glossaries to confirm and clarify word meaning.To develop reading strategies to find specific information in an article.To interpret an article to make inferences about workplace ethics. | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 2 ) Lesson Plan Page No ( 2 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: The employee of the month is… Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 105101037 | * S. in pairs read the text and answer the qs.
* T. checks and helps.
* S. do the quiz and then listen to see the associations of the answers.
* S. debate about qualities of the ideal employee in groups, then fill in the advertisement.
* T. checks
* S. do A.B in groups and pairs.
 | 12 | 3:1, 24:31:7 | 1:3, 4, 7, 8, 93:1,7,84:1 | S.BDictionary GlossaryCassetteA.B | To demonstrate understanding of a listening text about colours and their associations to answer a quiz.To speak clearly about qualities and qualifications for a certain job.To develop self respect. | 567 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: writing instructions Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 55155141 | * Before you start qs in pairs.
* T. checks.
* S. in groups read the writing strategies, look at the logos and answer the 1st q.
* T. checks and helps.
* S. in groups write instructions to design their logos and have other groups draw and colour the logos using only the instructions.
* S. do A.B. exercises as homework.
 | 12 | 3:1, 24:31:3 | 1:4,7,93: 1, 7, 84:10 | S.BA.B | To use pictures to answer questions.To develop writing strategies to write instructions.To write instructions.To develop creativity. | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 2 ) Lesson Plan Page No ( 1 )

 Unit Title : The man who wears a kufiyyah

Class/Level 9th grade Lesson Title: language development Number of classes: Date : From / To /

Previous Learning: Vertical Integration: unit 2 Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 510510105 | * Warm up qs.
* S. answer the qs in pairs and groups.
* T. checks and helps.
* S. write on the board for the class to check their answers.
* S. do A.B. exercises in groups and pairs.
* T. helps.
 | 12 | 3:1, 24:3 | 1:4,73:1,7,8 | S.BA.BCassette. | To participate in a peer discussion using sentences with the comparative and superlative adjectives.To identify words from definitions to complete a crossword puzzle. | 12 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Lesson plan

Ninth grade

Unit 3

Semester Plan No ( 3 ) Lesson Plan Page No ( 1 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: Outcomes Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 55213 3152 | * S. read the outcomes & T. explains.
* Before you start qs in pairs then s. do the 1st exercise.
* T. checks.
* S. listen to the specialist and then listen to the new words in context and try to guess their meanings in groups.
* T. checks.
* S. do the rest of exercises in both books in groups and pairs.
* T. checks and helps.
 | 12 | 3:24:3 | 1:4,7,93:1,7,8 | S.BDictionaryGlossary- A.BCassetteA.B | To participate in a group discussion about predictions related to technology.To use context to guess the meanings of new words.To use dictionaries and glossaries to confirm and clarify word meaning.To develop aspiration. | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 3 ) Lesson Plan Page No ( 1 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: I’m going to walk on the moon!

Number of classes: Date : From / To /

Previous Learning: will Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 5155155 | * Before you start in pairs.
* S. read the web page in pairs then answer the questionnaire.
* T. checks and helps.
* S. in groups do the grammar exercises and conclude the 2 rules.
* T. checks and helps.
 | 12 | 3:1,24:3 | 1:4,7,93:1,6,7,8 | S.BGlossary- A.BCassetteA.B | To use be going to and will to talk about the future.To interview peers about how they think the future will be. | 12 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 3 ) Lesson Plan Page No ( 2 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: I’m going to walk on the moon!

Number of classes: Date : From / To /

Previous Learning: will Vertical Integration: Horizontal Integration: -

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 15510510 | * S. individually answer for the given situations, then in pairs try to guess partner’s answers.
* T. checks and helps.
* S. read the speaking strategies and then in groups answer them and discuss their opinions.
* T. checks.
* S. do A.B in groups and pairs.
 | 12 | 3:1,24:3 | 1:4,7,923:1,7,8 | S.BGlossary- A.BCassetteA.B | To ask and answer questions to make guesses.To participate in a group conversation about predictions related to the future.To plan for one’s future job.To implement respect for time. | 3456 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 3 ) Lesson Plan Page No ( 1 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: What is science fiction? Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: History

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| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 5155155 | * Before you start.
* S. listen to the tape and try to guess the meanings, find them in the glossary and finally match in groups.
* T. checks and helps.
* S. in pairs answer the pre-reading qs then read and check their answers.
* T. helps
 | 12 | 3:24:3 | 1:3,4,8,93:1,7,8 | S.BDictionary GlossaryCassetteA.B | To use context to guess the meanings of new words.To use dictionaries and glossaries to confirm and clarify word meaning.To use prior knowledge to answer questions about science fiction.To scan a text about science fiction. | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 3 ) Lesson Plan Page No ( 2 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: What is science fiction? Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: History

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 105101037 | * S. read the text again and answer the qs in groups.
* T. checks and helps.
* S. listen, fill in the blanks and then check by listening again.
* S. do the writing exe then in groups compare and contrast their work.
* T. checks and helps.
* S. do A.B in groups and pairs.
 | 12 | 1:43:24:3 | 1:3,4,8,93:1,7,8 | S.BDictionary GlossaryCassetteA.B | To demonstrate understanding of a listening text about Ibn Al Nafis.To speak clearly about plans and predictions related to the future.To express opinion about personal activities and future plans. | 567 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 3 ) Lesson Plan Page No ( 1 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: Filling in an application form

 Number of classes: Date : From / To /

Previous Learning: Vertical Integration: Horizontal Integration: -

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| --- | --- | --- | --- | --- | --- | --- |
| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 4110215310 | * Before you start qs in pairs.
* T. checks.
* S. in groups read the application form and answer the 1st and 2nd qs in groups.
* T. checks and helps.
* S. read the writing strategies and follow them to write about themselves in their application forms.
* T. helps
* S. do A.B. exercises as homework.
 | 12 | 3:24:2 | 1:4,7,93:1,7,8 | S.BA.B | To engage in a discussion in pairs using an application form.To develop writing strategies to fill in an application form.To write an application form, giving an essential information about oneself.To develop a positive attitude towards applying for a job. | 1234 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Semester Plan No ( 3 ) Lesson Plan Page No ( 1 )

 Unit Title : Will computers rule the world?

Class/Level 9th grade Lesson Title: language development Number of classes: Date : From / To /

Previous Learning: unit 3 Vertical Integration: Horizontal Integration: -

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| --- | --- | --- | --- | --- | --- | --- |
| Duration | Procedures | Assessment | Instructional Strategy | Material/ Resources | Specific Outcomes | No |
| Tool | Strategy |
| 510510105 | * Warm up qs.
* S. answer the qs in pairs and groups.
* T. checks and helps.
* S. write on the board for the class to check their answers.
* S. do A.B. exercises in groups and pairs.
* T. helps.
 | 12 | 3:24:3 | 1:4,73:1,7,8 | S.BA.BCassette. | To participate in a group conversation about plans for holidays.To identify words from meanings to complete a crossword puzzle. | 12 |

(Daily follow – up table)

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| Homework | Fulfilled Outcomes | Period | Day & Date |
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 Reflection:

Feel satisfied with\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Challenges that faced me\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Suggestions for improvement\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_