**Page No ( )**

**Semester plan No ( )**

**Class / Level : 9 grade Lesson plan**

**Number of Classes :Date : From ……… To ………….. Unit title : Starting out**

**Lesson Title :5**

**Vertical Integration: Horizontal Integration: Previous Learning :**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Specific Outcomes** | **Resources & Materials** | **Instructional Strategies** | **Assessment** | | **Procedures** | **Duration** |
| **Strategy** | **Tool** |
| • 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 confi rm and clarify  word meaning  • To develop listening strategies to complete a factfi le  • To demonstrate understanding of a conversation about  Alexander the Great  • To engage in a discussion about favourite famous people  and give reasons for choosing them  • To write a factfi le giving essential information about a  famous person  • To distinguish people for good qualities  • To apply literacy / reading books  • To respect sport rules | • Student’s Book pages 8–9  • Dictionaries  • Glossary – Activity Book page 66  • Cassette  • Activity Book: Module 1 – pages 8–9 |  |  | **Chick list** | **Page 9, Exercise 6**  • Tell students they can use the factfi le from the  previous exercise as a template for writing about  their three chosen people. Remind students that  they can write about anybody from the present  day or the past. Encourage them to pick different  people from the ones they already wrote about in  the *Before you start* activity.  • The purpose of this activity is for students to talk  in English about the qualities and characteristics of  the people they admire. Tell them they should try  to use some of the new vocabulary they learnt in  this introductory module.  **Page 9, Exercise 7**  • Tell students to choose one of the three famous  people they wrote about in excercise 6. Tell them  to write a factfi le about their choice. Remind  **Page 9, Exercise 8**  • Now tell students to work in pairs to compare  their choices. Encourage them to pose questions  that will assist these comparisons, such as *Did*  *you choose people from the past or present? What*  *made you choose them? Do you think there is/was*  *anybody else like this in the present day/past? Do*  *your choices fall into certain areas of interest, e.g.*  *writers, politicians, athletes?* and so on.  • Give encouragement to students who may be  having diffi culties and praise to those who have  shown improvement throughout the module.  • When the lesson is fi nished, complete the table  below so that you follow up with the students’  progress and evaluate what they have learnt in the  lesson. |  | |

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| --- | --- | --- | --- | --- |
| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes** | **Homework** |
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|  |  |  |  |  |

**Reflection :**

**I feel satisfied with ……………………………………**

**Challenges that faced me ……………………………...**

**Suggestion for improvement ………………………….**

**Prepared by : Rasha Ahmad School principle Date :………………..**

**Signature : Supervisor Date :………………..Signature :**