**Directorate General of Education- Governorate**

**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 1** |
| --- | --- | --- |

| **Day/Date** | **20/9** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **2** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| 1. ***To familiarize Ss with the content of the books (AB & SB) and the first unit.*** 2. ***Identify new vocabulary.*** | **( √ ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) the cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Step 1:***  *ACT.1. Get ss to open their SB on p.2 and read the rubric and instructions for U1. Then, ss read the title and write the number of the U in the corresponding space. T. asks Qs to elicit answers.*  ***Step2:***  *ACT.2. Get individual ss to read the rubric and instruction for act2. Check that they understand what to do. Give ss time to read the clues and dip down into their ABs to find answers and then write them in the space provided. Elicit answers from Ss and play listening tapescript 1.1 and check ss's answers.*  ***Step 3:***  *ACT.3. inform ss to revert to act2 and read the first statement on their own and then circle the correct answer (true / false). After that, let ss to complete the remainder of the Qs on their own. After finishing, ss swap books and check answers.*  ***Step4:***  *ACT.4. inform ss read the rubric and the instructions for for act.4. Ss look at the first page of U1 and their answers to T/F statements from act3 to help them with their guesses and then check answers.* | CB & SB  SB  WB |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Individual responses*  *Interaction*  *Whole class observation* |  | *Overall knowledge of the English language*  *Ability to express thought clearly* | Ss complete Act4 on page 2 of SB |
| **Teacher’s Comments:**  Class is composed of a broad range of students and materials will need to be differentiated in order to address the varying learning styles & levels. | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 2** |
| --- | --- | --- |

| **Day/Date** | **21/9** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **2** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up/ vocabulary:** What can you do in the ITC website? | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| 1. *Identify the incorrect version of language of e-mail and correct it.* 2. *To elicit vocabulary about activities Ss do in their everyday life.* | **( √ ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) the cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Step1:*** *get ss to open their CBs.p.2 and tell them to read the text alone and predict what the e-mail is about. Then, Ss to work in pairs to figure out the mistakes in the e-mail and correct them. Invite good Ss to manifest the errors.*  ***Step2:*** *Ss read the correct version of the IKC e-mail from act1. Then, they should complete the ITC form in SB.p.3 in order to upgrade their membership. Ss should complete the form on their own.*  ***Step3:*** *T draws a large cloud on the WB and elicit as many ideas from Ss as possible about activities they like doing in their everyday life. Let ss to consult their CBs if necessary. Then, choose 10 words for a spelling test in lesson 7.*  ***Step4:*** *inform Ss to read the Qs at the bottom of their CBs and act2.p.3 in their SBs individually. Ss sort the vocs into groups in their SBs. Then, ss swap books with a friend for correction. Ask Ss what useful ways of organizing vocs.* | *Activity1,CB.p.3, Act1,*  *CB.p.3, Act3,*  *CB.pps.2-3 and SB p.3* |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Interaction and Ss' responses*  *Individual responses*  *Whole class observation* |  | *Knowledge of punctuation marks*  *Ss' speaking ability* | Practice some words of free time activities for spelling  Indoor  Outdoor  Dangerous  Craft  Quiet |
| **Teacher’s Comments:** | | | |

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**Directorate General of Education- Governorate**

**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 3** |
| --- | --- | --- |

| **Day/Date** | **22/9** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **3** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up /Introduction/ Vocabulary** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| **1- Ss will be able to sort activities.**  **2- Ss will be able to read e-mails for specific information.** | ( **√** )Dialogue and discussion*.*  ( )Survey  ( )Brainstorming*.*  ()Predict, interpret, observe, interpret  (**√** )Collaborative learning*.*  ( )Figure  ( ) Cognitive measurement  ( )Story  ( )Mind maps*.*  ()Inductive exploration  ( )Learning by doing  (**√** )Role play*.*  ( )Peer learning*,*  ( )Problem Solving   * Others:…………………………………… | **Warming up**  **T acts doing some activities Ss guess which activities they are. Ss themselves act and guess.**  **Step 1:**  **T asks Ss to read the inst for act 1 CB P3 . T checks understanding. Ss read and find the mistakes in the e-mail. Ss check answers with the teacher.**  **Step 2:**  **Ss talk about their free time activities . T elicits different activities from Ss. Ss choose ten words to learn how to spell.**  **Step 3:**  **Ss read  the activities  in CB PP2&3. T discusses with Ss how to sort vocab. Ss sort the given vocab in Their SB P3 . T checks and gives feedback.** | **CB & SB**  **PowerPoint presentation**  Word cards |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Whole Class observation**  **Group work**  **Individual observation**  **T monitors individual & group response to various tasks** | **Ss may find difficulty in talking about their own activities. Ss also may revert back to their mother language.** | **Response to the task**  **Individual observation**  **Whole class observation** | **Ss complete their membership forms on their SB page** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s**

| **Class: 8 (A)** | **Unit:**  **More free time** | **Lesson/Theme: L 4** |
| --- | --- | --- |

| **Day/Date** | **23/9** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **4** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up /Introduction/ Vocabulary** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| **1-**     **Ss will be able to organize their writing.**    **2-**     **Ss will be able to write an e-mail.** | ( **√** )Dialogue and discussion*.*  (    )Survey  (**√** )Brainstorming*.*  ()Predict, interpret, observe, interpret    (**√** )Collaborative learning*.*  (  )Figure  (    ) Cognitive measurement  (   )Story    (  )Mind maps*.*  ()Inductive exploration  (**√**      )Learning by doing  (**√**  )Role play*.*  (   )Peer learning*,*  (   )Problem Solving   * Others:…………………………………… | **Warming up**  **T puts the names of activities on the board . Ss write some activities under each name.**  **Steps:**  **T writes the steps of the writing route on the board. Ss read and put them in the correct order.**  **T distributes the Writing Route cards. Ss place them face down the table .Ss read and match each step with its description. T monitors and offers help.**  **Ss read the inst for act 2SB P . T checks understanding . T encourages Ss to use the writing route. Ss start writing their initial work on their exercise book.** | **Cards of the writing route**        **Ph P  & Cut out page95** |
|  |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Whole Class observation**  **Group work**  **Individual observation**  **T monitors individual & group response to various tasks** | **Ss may find difficulty in talking about their own activities. Ss also may revert back to their mother language.** | **Ss order the writing steps to organize their writing** | **Ss complete their membership forms on their SB page** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**  

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 5** |
| --- | --- | --- |

| **Day/Date** | **10/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **5** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up /Introduction/ Vocabulary** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
|  | ( **√** )Dialogue and discussion*.*  ( )Survey  (**√** )Brainstorming*.*  ()Predict, interpret, observe, interpret  (**√** )Collaborative learning*.*  ( )Figure  ( ) Cognitive measurement  ( )Story  ( )Mind maps*.*  ()Inductive exploration  ( )Learning by doing  (**√** )Role play*.*  ( )Peer learning*,*  ( )Problem Solving   * Others:…………………………………… | **Warming up:**  **Ss talk about the free time activities that they did yesterday.**  **Steps:**  **T writes the parts of speech on separate pieces of paper and puts them on the board. Ss take turn to come to the board and write words under each title.**  **Ss look at the pics and text on CB P5 for one minute . T asks Ss to close the books ,Ss try to remember as much information as they can. T may ask some Qs to help. Ss answer the Qs . T checks and gives feedback.**  **Ss read the story again and discuss the main points with the teacher.**  **Ss read the inst for act1 on SB P5. T checks understanding .Ss read and write the correct activities in the right place . Ss check together . T checks and gives feedback.** | **Cards for parts of speech** |
| **1- Ss will be able to scan a text for general understanding.**  **2-** **Ss will be able to read a long text to answer questions.** |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Whole Class observation**  **Group work**  **Individual observation**  **T monitors individual & group response to various tasks** | **Ss may find difficulty in talking about their own activities. Ss also may revert back to their mother language.** | **Ss read story for general understanding.**  **Ss answer questions individually.** | **Ss complete their membership forms on their SB page** |
| **Teacher’s Comments:** | | | |

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**Directorate General of Education- Governorate School:**

English Language - Lesson Preparation - 2020/2021

* **Teacher’s Name:**

| **Lesson: 6** | **Unit: 1** | **Class: 8 A** |
| --- | --- | --- |

|  |  |  |  | **10/10** | | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **6** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **4** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **SB and CB**  **CD player**  **Flash cards** | ***Warm up:***  Students talk about their free time activities.  *Step1:*  Students open their CBs on P. 6.  Ss read the instructions.  Play the CD  Ss listen and join in.  *Step2:*  T draws the diagram on the board.  Ss copy it.  Put the cards on the board.  Ss put the cards in the correct place.  *Step 3:*  Ss open their CBs.  A student explains the task.  Ss match faces with adjectives.    *Step 4:*  Ss open their SBs.  Ss order the adjectives.  *Step 5:*  Play the CD  Ss listen and track.  Ss draw the arrows into the boxes.  Play it again. Ss listen and repeat. | **( ) Brainstorming.**  **( ) Collaborative learning.**  **( ) Mind maps.** | 1. **.To join in with a chant.** 2. **To categorize activities.** 3. **To read and match.** 4. **To read and order.** |

**Supervisor’s Signature Senior Teacher’s Signature:**



| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss practice spelling words from lesson 2.** | **In groups, ss choose adjectives. Ss have to guess the adjectives.** | **Ss order the words from the unit into adjectives, nouns, adverbs and regular and irregular verbs.** | **Whole, Group and individual observation.** |
| **Teacher’s Comments:**  **heRemind ss to write the meanings of the new words in their dictionaries. were achieved and the students understood.**  R | | | |

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**School:………………..**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Theme: 7** | **Unit:1** | **Class: 8A** |
| --- | --- | --- |

|  | **11/10** | **Day/Date** |
| --- | --- | --- |
|  | **7** | **Lesson** |
|  | **2** | **Number Of**  **Aims/Learning outcomes** |

| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** | |
| --- | --- | --- | --- | --- |
| **CD player**    **SB:6**  **CB:7** | **Warm-Up:**  **T asks Ss about the free time activities they did yesterday .**  **T plays the positive negative chant . Ss listen and follow.**  **Ss read the inst of A3 CB P67. T checks understanding . T plays the tape .Ss read and match . Ss check together. T checks and gives feedback.**  **Ss read the inst for act 1 SB P 6. T checks understanding. T plays the tape . Ss listen and do the task . T checks and gives feedback.**  **T follows the way of doing the spelling test**    *.* | **( ) Dialogue and discussion.**  **( ) Survey**  **( \* ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( \* ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | | ***SS will be able to :***     1. **Ss will be able to listen for general understanding.** 2. **Ss will be able spell the new words they learned.** |

**Senior Teacher’s Signature** **Supervisor’s Signature**

| **Homework** | **Summative Assessment** | **Formative Assessment** |
| --- | --- | --- |
|  | **Ss may need more time for the spelling test.**  **Use the strategy of LOOK, WRITE CHECK** | **Ss response to various tasks**  **Whole class observation**  **Individual observation** |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 8** |
| --- | --- | --- |

| **Day/Date** | **11/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **8** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up/ vocabulary:** *writes 5 categories on 5 papers. Then, each group decides one word and writes it down. Each group passes their paper to the next group. Then, write a new word and so on.* | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| *Ss will be able to :*   1. *Distinguish between too and very through different activities.* 2. *Give compatible words to specified categories* | **( ) dialogue/ discussion**  **( ) Survey**  **( √ ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( √ ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Step1:*** *T. writes 5 categories on 5 papers. Then, each group decides one word and writes it down. Each group passes their paper to the next group. Then, write a new word and so on.*  ***Step2:*** *T. asks Ss to write sentences with very and too. Then, they read club talk to decide if the club talk member does the activity. Ss decide if the sentences have a positive or negative meaning.*  ***Step3:*** *Ss use the given information. Then, they look at the too-very sentences from club talk then ss complete the text. T. checks the ss answers.*  ***Step4:*** *T. asks Ss to look at act1, SB.p.7. Ss complete the given sentences by writing too and very in the space provided. T. checks the Ss answers.* | *5 pieces of papers,*  *Act12, SB.p.6,*  *Act3, SB.p.6,*  *Act1, SB.p.7* |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Group work dynamics*  *Ss' responses and interaction*  *Individual. Responses* |  | *Differentiating between too and very* | Ss writ sentences using very and too on their exercise book |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 9** |
| --- | --- | --- |

| **Day/Date** | **12/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **9** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **3** |  |  |  |  |  |

| **Warm-up/ vocabulary:** *Ss read the very and too chant CB.p.7. and then listen to T.S 1.2* | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to :***   1. *To practice collecting data to do a survey of favorite free time activities.* 2. *To describe graphs orally.* | **( ) dialogue/ discussion**  **( √ ) Survey**  **( ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( √ ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | *.*  ***Step1****: Ss read the very and too chant CB.p.7. Then, ss listen to T.S 1.2.*  ***Step2****: Ss do a survey of favorite free time activities. Ss move around the class and find people who like the free time activity.*  ***Step3****: Ss complete the total column of the survey chant. Ss copy their free time activities on the space provided.*  ***Step4****: Ss complete their graph. A volunteer describes their graph orally.*  ***Step5****: Learning journal. Thinking about ways of collecting information. Questionnaires, surveys, interviews…etc.* | *T.S 1.2 & act4, CB.p.7,*  *Act2, SB.p.7,*  *Act3, SB.p.7,*  *Portfolio, SB.p.87* |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Individual Work*  *Completion of the survey*  *Mentioning methods of data collection* |  | *Conducting a survey*    *Practice Data interpretation* | Ss can complete **step 5** and think about ways of collecting information |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 10** |
| --- | --- | --- |

| **Day/Date** | **12/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **10** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up/ vocabulary:** *Ss hear the first part of the songs and then ss guess the name of the songs. Then, T. checks the ss' answers* | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to :***   1. *To listen for specific information.* 2. *To choose the most suitable free time activity* | **( √ ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Step1****: Ss hear the first part of the songs and then ss guess the name of the songs. Then, T. checks the ss' answers.*  ***Step2****: Ss suggest things they do in their free time activities. After that, Ss write the number of the letters in the boxes given.*  ***Step3****: T. tells ss to use their EXBS and write some suitable free time activities for the four ITC members.*  ***Step4****: Ss listen to the tape and then write the name of the ITC members on each of the Aunt Aysha's letters. T. checks the ss answers.*  ***Step5****: Ss turn to the questionnaire in the learning journal. Then, ss find out which free time activities might suit them. Next, ss write a description of their free time activities.* | *Songs and Rhymes T.S 1.3,*  *Act2, CB.p.8 & act1,*  *SB.p.8, T.s 1.6 & act2,*  *SB.p.8, SB.p.85 cut-out page* |
|  |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Individual Work*  *Whole class interaction* |  | *Writing free time activities*  *Data interpretation* | Ss write a description about their free time activities. |
| **Teacher’s Comments:** | | | |

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**Directorate General of Education- Governorate**

**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 11** |
| --- | --- | --- |

| **Day/Date** | **13/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **11** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **3** |  |  |  |  |  |

| **Warm-up/ vocabulary:** *Ss listen to the chant. Then, they say which chant they would like to do.* | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to :***   1. *To listen to very and too chant.* 2. *To suggest free time activities for some people.* 3. *To do gap-fill activity.* | **( ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | *Step1: Ss listen to the chant. Then, they say which chant they would like to do.*  *Step2: Ss try to suggest a free time activity for people who have a strong linguistic- verbal- intelligence. T. elicits suggestions.*  *Step3: Ss listen to the ITC members telling us what stars they awarded to the books. T. elicits answers from Ss.*  *Step4: T. tells ss to read ahead and then to complete the spaces. T. elicits different answers from each group. Ss should be learning their spelling from lesson 5 that will be tested in lesson 15.* | *L.s songs, Act3, SB.p.9, T.S 1.7, act3, CB.p.9, Act1, CB.p.9, act1, SB.p.* |
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| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Individual. Responses*  *Group work* |  | *Writing free time activities*  *Data interpretation* |  |
| **Teacher’s Comments:** | | | |

**Supervisor’s Signature** **Senior Teacher’s Signature**:

**Directorate General of Education- Governorate**

**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 12** |
| --- | --- | --- |

| **Day/Date** | **13/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **12** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up/ vocabulary:** *Play the very-two chant and let the whole class to be involved.* | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to:***   1. *To teach some phonetics.* 2. *To practice tongue twisters.* | **( ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | *Step1: play the very-two chant and let the whole class to be involved.*  *Step2: ss look at sound /ei/ and they will be introduced to the phonetic transcript. Then, T. elicits some words ending with ( ay) such as play, pray and yesterday.*  *Step3: ss practice /ei/ tongue twisters. Then, ss read it with transcript. T. encourages ss to say it faster.*  *Step4: ss look at the dictionary page at the back of their SB and find more words with the /ei/ sound.* | *CB.p.7, Act2, SB.p.9, Act3, SB.p.9, Portfolio.* |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Individual. Responses*  *Group work* |  | *Aural drilling*  *Master /ei/ in speech and writing*  *Oral drilling of /ei/ with tongue twisters.*  *Individual. Work* |  |
| **Teacher’s Comments:** | | | |

**Supervisor’s Signature** **Senior Teacher’s Signature**:

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**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 13** |
| --- | --- | --- |

| **Day/Date** | **14/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **13** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **3** |  |  |  |  |  |

| **Warm-up/ vocabulary:** *T. asks Ss to match then check their answers in groups. T. checks the Ss' answers* | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to:***   1. *To listen and elicit what's happening.* 2. *To match an interview questions with possible answers.* 3. *To ask and answer questions.* | **( ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | *Step1: T. asks Ss to match then check their answers in groups. T. checks the ss' answers.*  *Step2: Ss listen to a special ITC interview. Ss look at the picture and elicit what's happening and the type of free time activity.*  *Step3: T. asks ss to match an interview question with possible answer. T. plays the tape and put the speech bubbles in the order by numbering them.*  *Step4: Ss share the interviewee choosing a card. The interviewer reads the questions and the interviewee uses their card to help giving answers.*  *Step5: Ss have to write their own interview dialogue for a fantastic free time character.* | *Act4, CB, P act1, SB.p.10, T.S (1.10), act2, SB.p.10, Act2, SB.p.10, Cards, Portfolio.* |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *Group work dynamic*  *WCC, oral interaction*  *Listen and match* |  |  |  |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 1**  **More free time** | **Lesson/Theme: L 14** |
| --- | --- | --- |

| **Day/Date** | **14/10** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **14** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **3** |  |  |  |  |  |

| **Warm-up /Introduction/ Vocabulary** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| 1. ***To revise saying the time.*** 2. ***To listen to suggest a programme.***   ***3. To talk about time to decide what to watch.*** | **( √ ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) the cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Warming up:***  *prepare a clock face and asks ss to say the time. Then, Ss may write the time in the WB.*  ***Step1****: Ss suggest programmes that they will watch and why they would watch them. Ss listen and decide what Basim is going to watch at 7 o'clock.*  ***Step2****: T. asks ss to look at the TV guide and decide which programmes you want to watch. Ss work in pairs asking and answering questions about the time.* | *T.S (1.11), act1*  *CB.p.10, act1*  *SB.p.11, Act2,*  *CB.p.10,*  *cut-out page 111 Sb* |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| Oral interaction  Be engaged in group discussion  T. monitors and assist ss with answering questions about time.  Oral interaction  Be engaged in group discussion  T. monitors and assist ss with answering questions about time. | Ss may need to listen to the scrip more than twice to suggest the programs | Ss listen to decide which programs to watch | Ss have a worksheet to write the time on the clock. |
| **Teacher’s Comments:** | | | |

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**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s**

| **Lesson:1** | **Unit: 2** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | **24/10** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **1** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation of**  **Approaches/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Pictures**  **CB**  **SB**  **Ppt.**  **W.B**  **Paper Sheet** | Warm up : Ss will be asked to name any animal and try to describe it .  **Step 1 :**  Ss will be asked to write these 3 topics( Animals names, Animals adjectives, animals places) in their exercise books and then write words go under the topics.  **Step 2:**  Ss will be asked to work in pairs and try to read and answer the questions provided CBp.11.  **Step 3:**  Ss will be asked to read the meanings of each word individually and try to skim the email find out the words.  **Step4 :**  First Ss will be asked about First conditional then T. try to give hints after that Ss will be asked to work in groups to match the broken parts of the conditional sentences. | ( 1 ) Dialogue and discussion.  ( ) Survey  ( ) Brainstorming.  ( ) Predict, interpret, observe, interpret  ( ) Collaborative learning.  ( 2 ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( ) Mind maps.  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play.  ( ) Peer learning,  ( 3 ) Problem Solving   * Others:   …………………….................................  …………………………………………………. | Ss. will be able to :   1. Be familiar with the content of unit 2. 2. Read for specific information. 3. Revise and consolidate the conditional sentence. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Activity 2 Skills book page 12** | **Ss will be asked to write sentence using First Conditional** | Ss will be asked to write the new word in their exercise books and make their own glossary for unit 2.  For more challenge,  students will be asked to answer the online activity (A)on their google classroom. | **Teacher monitors the individual and group responses.**  **T. encourage Ss to work in group and try to fulfill their missions while he observes the progress.** |
| **Teacher’s Comments:**  **There is an activity on google classroom (A) is for brilliant and it is optional.** | | | |

**Supervisor signature:** :  **Senior teacher's Signature**

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**School………………………………………………………………………………**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 2 Creature Feature** | **Unit: 2** | **Class: 8 (A)** |
| --- | --- | --- |

|  |  |  |  |  | **25/10** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **2** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: T gives examples of broken conditional sentences (one for each group )in stripes and ask ss to match between them** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation of**  **Approaches/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Stripes of paper**    Video about clauses  CB  SB  **Whiteboard** | **Step1: ss look at the food web in Act 1CB12 and complete the missing words.**  **Step2: T shows short video about clauses .Ss read and understand the language focus with the teacher.**  **Step3: Ss read Raya's report in Act 2 CB 12 and order the events on the time line in Act 2 SB13** | ( 1 ) Dialogue and discussion.  ( ) Survey  ( 2 ) Brainstorming.  ( ) Predict, interpret, observe  ( ) Collaborative learning.  ( ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( 9 ) Mind maps.  ( ) Inductive exploration  ( 12 ) Learning by doing  ( ) Role play.  ( 14) Peer learning,  ( ) Problem Solving   * Others:   ……………………...........................  …………………………………… | **Ss will be able to :**   1. **Practise "if clause".** 2. **Complete missing words.** 3. **Read for specific information.** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Act 3 SB13** | Ss write sentences with If clause | Give Ss more activities about "If clause" to have enough practice | Whole Class interaction  Individual observation |
| **Teacher’s Comments:**  Class is composed of a broad range of students and materials will need to be differentiated in order to address the varying learning styles & levels. | | | |

**Senior Teacher’s Signature:** **Supervisor’s Signature**

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name;**

| **Lesson : 3** | **Unit :2** *Creature Feature* | **Class: 8/A** |
| --- | --- | --- |

|  |  |  |  |  | 26/10 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **3** | **Lessons** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **3** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| ***Act3, CB.p.13***  ***Act4, CB.p.13***  ***Act1, SB.p.14***  ***SB.p.14, language focus: conjunction****.* | Warm up  *Did you go to a zoo? Describe it? (5m)*  Step one  *Ss read the rubric on their own. Ss read the text on their own and try to find answers to the comprehension questions in long forms.*  *(7m)*  Step two  *T. explains to Ss that they're going to listen to four animals in a zoo talking about their life. Get Ss to listen and then pause after each animal and give Ss chance to name the animal. Elicit answers from individual* ***(8m)***  Step three  *Ss listen to the previous listening text and write the key words under the positive negative columns. (10m)*  Step four  *T. encourages the Ss to read the language focus box. Then ask Ss how many clauses are there in the Oryx sentence.* | **( \* )** Dialogue and discussion.  ( ) Survey  ( \* ) Brainstorming.  ( \* ) Predict, interpret  ( ) Collaborative learning.  ( ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( ) Mind maps.  ( ) Inductive exploration  **(** ) Learning by doing  ( ) Role play.  ( \*) Peer learning,  ( ) Problem Solving   * Others:   ……………………..................... | **Ss will be able to:**     1. *To develop Ss concept of zoos.* 2. *To listen and choose the animal which have been talked about.* 3. *To listen and write the key words under the positive negative columns.* |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss write the new words and study them.** | Ss write a paragraph about a visit to the zoo | Ss ask and answer questions about animals | Whole observation  Pair work  Ss’paricipation  Ss practise reading and speaking |
| **Teacher’s Comments:** | | | |

**Senior Teacher’s Signature:** **Supervisor’s Signature**

**Directorate General of Education- ……………………..Governorate**

**School………………………………………………………………………………**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 4** | **Unit: 2**  **creature features** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 26/10 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 4 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: Brainstorm. What do you know about zoos? (Write or draw) Discussion** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Cards ( Wh ) Questions**  **CB 14+15**  **SB 15 Activity 1**  **SB 14 Activity 2**    **SB 79** | Discussion about ‘wh’ Question.  T explains the task to the students. Ss look at the pictures of Zoo A and B using focus questions to give information  T asks the students to pen their SB page 15 to read Act. 1 and label the words in the correct place on the map and check their answers.  Ss read the sentence in the red box on page 14 of CB. T asks Ss to look at the conjunction “but and “because to complete the language focus.  Ss read Act.2 and complete it.  Ss read learning journal on page 79. Ss complete the sentences nd then think how well they understand the wto conjunctions. | **( \* ) Dialogue and discussion.**  **( ) Survey**  **( \* ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Other ……………...** | **\* Ss will be able to**   1. **label parts of zoo on the map.** 2. **Practice the use of conjunction** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss prepare for spelling.** | **Practice using conjunctions**. |  | **Individual observation.**  **T monitors individual response to various tasks to check students understanding.** |
| **Teacher’s Comments:** | | | |

**Senior Teacher’s Signature:** **Supervisor’s Signature**

**Directorate General of Education- ……………………..Governorate**

**School………………………………………………………………………………**

English Language - Lesson Preparation - 2020/2021

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 5 Creature Feature** | **Unit: 2** | **Class: 8 (A)** |
| --- | --- | --- |

|  |  |  |  |  | **27/10** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation of**  **Approaches/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| Small soft colourful ball,  Spelling test (H.W)  **Whiteboard** | **Warm-Up:**  **T asks some questions about animals in the zoo ex . what is the biggest animal in the zoo? And help students to ask each other Qs**  **T asks Ss about their opinions about animals . Ss read the inst for A 1 CB P 16. T checks understanding . Ss are going ti read different opinions about zoos. Ss read and discuss . Ss say their own opinions.**  **Ss read the inst for A1 SB P 16. T checks understanding. Ss write the correct sentences in their books . Ss exchange their books to check. T checks and gives feedback.**  **Ss read the ins for A2 CB P17. Ss read and discuss the given opinions . T asks some Qs to check understanding.**  **Ss read the inst for A2 SB P 16. T checks understanding .Ss start writing their views about zoos** | **( 1 ) Dialogue and discussion.**  **( ) Survey**  **( 2 ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( 9 ) Mind maps.**  **( ) Inductive exploration**  **( 12 ) Learning by doing**  **( ) Role play.**  **( 14) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | 1. **Ss will be able to read and discuss different opinions .** 2. **Ss will be able to join sentences using but and because.** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Continue learning the unit vocab | * In group of 5 students, Ss **introduce themselves** orally in front of the class. * Ss individually organize ideas, topics and vocabulary by using a mind map on an A4 paper about their favourite free-time activities. They can introduce their to their class-mates. Then they can display their work around the classroom or on the noticeboard at the back of the classroom. | Ss should list the words on the left of their exercise books and draw 4 columns on the right of the words. Each day, the Ss should do LOOK, COVER, WRITE CHECK for all of the words. It is a good idea to do the list column in the class so you can check that students are applying the learning strategy correctly.  Group DISCUSSION is needed to encourage Ss having the answer from their mates and be active. | Whole, Group, and Individual observation  Spellin test  T monitors individual & group response to various tasks.  T monitors individual & group response to various tasks.  Whole, Group, and Individual observation |
| **Teacher’s Comments:**  Class is composed of a broad range of students and materials will need to be differentiated in order to address the varying learning styles & levels. | | | |

**Senior Teacher’s Signature: Supervisor’s Signature**

**Directorate General of Education : School :**

English Language - Lesson Preparation - 2021/2022

| **Lesson/Theme: 6** | **Unit: 2 Creature Features** | **Teacher’s Name :** |
| --- | --- | --- |

|  |  |  |  |  | **8 (A)** | **Class:** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **27/10** | **Day/Date** |
|  |  |  |  |  | **6** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **3** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up : Ask S.s to remember the different steps for the writing route** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Skills Book**  **Skills Book**  **T.S 2.2**  **Skills Book**  **Skills Book** | ***Step 1 :***   * Tell SS to read Act1 on pg 17 of their SB. * Ss match the questions and answers.   ***Step 2 :***   * T. asks Ss read the event programme on pg 17. * Ss try to predict the sort of the words before listening.   ***Step 3 :***   * T. asks Ss to listen and complete the missing information in the timetable. * Ss listen and fill in gaps. * T. plays the listening again. * Ss listen and check their answers.   ***Step 4 :***   * Tell Ss to look at Act2, pg16 (SB), read the rubric and they have to revise, edit and rewrite their drafts. * T. reminds Ss about the writing route and pays attention to punctuation marks. * Ss revise their draft in their SB. * T. gets Ss to rewrite their drafts in a sheet of paper. | ( √ ) Dialogue and discussion**.**  ( ) Survey  ( √ ) Brainstorming**.**  ( \* ) Predict, interpret, observe,  ( ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( ) Story  (  ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( ) Peer learning**,**  ( ) Problem Solving   * Others:   …………………….................................  …………………………………………… | **Ss will be able to:**   1. **Match questions with their appropriate answers.** 2. **Listen for specific information.** 3. **Practice and identify the use of because and but.** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| * SB (p 16 / Act. 2) * Ss must complete their writing | * Ss provides Ss with an example of the writing (final draft) | * Enrichment task : T. guides Ss to write a final draft. * Remedial task : T. asks Ss to pay attention to their handwriting. | * Whole and Individual observation |
| **Teacher’s Comments:** | | | |

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**School………………………………………………………………………………**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 7** | **Unit: 2** | **Class: 8A** |
| --- | --- | --- |

|  |  |  |  |  | **28/10** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **7** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **3** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: Watch a video about (used to).** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **CBp.17,act.3**  **SBp.17,act.3**  **Listening Tape script 2.3**  **SBp.18,act.1**  **L.T 2.3** | **Task(1)**  Gets ss to open their CBp.17,ask ss what they want to know about the job of zookeeper, Write any questions they suggest on the board.  Tells ss they are going to her someone from ITC Magazine interviewing a zookeeper,then gets ss to write the questions on their SBp.17.  **Task(2)**  Tell ss that they are going to listen to an interview and answer the questions from the previous step. Let the ss listen to the tape uninterrupted, when they have finished ,ask them to look at the questions from step 2 and elicit answers.  **Task (3)**  Asks ss to look at act.1 on p.18 of their SB,let ss to read the questions and statements first and then let them listen to the interview again .  The ss should listen and tick the true statement, When they have finished, quickly do a whole class check.  Task (4)  Ask ss to look at the Language focus box on page 18 of their Skills Book. Read it together and check that ss understand used to by eliciting some ss from students. | ( ) Dialogue and discussion**.**  ( ) Survey  ( ) Brainstorming**.**  ( ) Predict, interpret, observe  ( ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( ) Story  (  ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( ) Peer learning**,**  ( ) Problem Solving   * Others:   ……………………............................  ……………………………………… | **SS will be able to:**  **1**.Liten to the interview and write questions.  2.Listen and tick the right answer.  3.Understand and use  (used to) . |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Portfolio Task**  **SBp.18** | **Asks ss to write sentences using (used to).** |  | **Whole Class Observation**  **Individual class observation** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 8** | **Unit: 2** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 28/10 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 8 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary**  T asks Ss to think of any memories from their childhood they did  in the past but not now using " used to" | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| CB, p.17  Exercise book | * Ss open p. 17 of the CB. Ss work in pairs. One student point to a verb in the snake and the other give a complete sentence using "used to" and "but". Ss play until they finish all the verbs. * Ss write some sentences in their exercise book. * Ss open their exercise book. T asks them to edit their writing about zoos checking the spelling, sentence structure and punctuation marks. | **( ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:**  **……………………......................................................................................................................................................................** | Ss will be able to:  1. write sentences using " used to".  2. edit their writing about " my view about zoo |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss complete a sheet using " used to " | To assess Ss speaking.  T monitor individuals responses and check their work |  | Whole,  pairs, and  Individual observation  T monitors individual & pair work |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 9** | **Unit: 2** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 7/11 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 9 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary**  T asks Ss to think of any memories from their childhood they did  in the past but not now using " used to" | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Strategies/Methods** | **Aims/Learning Outcomes** |
| CB, p.17  Exercise book | **Step 1**:Ss read the words on the board and clap the syllables. Ss work in pairs and look at page 19 of SB Act. 1. One student chooses a word to clap the syllable and the second identifies the word  **Step 2**:Ss watch a video about comparatives and superlatives. T reminds Ss with the rule of comparative and superlative. Ss look at Act. 2 on page 19 os SB and write the correct form of the adjective.  **Step 3**: T explains that the sound / **ǝ /** is very common sound at thee nd of the comparative word. Ss listen to the tape and repeat the words. | **( ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:**  **……………………....................................................................................................................................................** | Ss will be able to: |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss write sentences with comparative and superlative. | **Ss write comparative and superlative adjectives** |  | **Whole,**  **pairs, and**  **Individual observation**  **T monitors individual & pair work** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 10** | **Unit:2** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 8/11 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 10 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary**  **T gives each group a sheet with different**  **adjectives and asks them to write the comparatives**  **and superlatives** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| SB , p.20  Pictures  video | * Ss watch a video about how to make comparative and superlatives for long adjectives and for adjectives eding with ing. T explains the rule and checks Ss understanding. * T gives each group a picture and ask them to write sentences using the comparative and superlatives. * Ss open SB p.20 and complete the language focus. * Ss read the example on Act 2. Ss do number 2. T checks Ss works | **( )** Dialogue and discussion.  ( ) Survey  ( ) Brainstorming.  ( ) Predict, interpret, observe,  ( ) Collaborative learning.  ( ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( ) Mind maps.  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play.  ( ) Peer learning,  ( ) Problem Solving   * Others:……………………………………………………………… | -Ss will be able to :   1. identify the comparative and superlatives for adjectives ending with –ing and long adjectives.   . 2- write sentences using comparative adjectives. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Act 3, number 3 | To assess Ss understanding of the rule by completing the activity |  | Whole class observation  Individual work |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 11** | **Unit: 2** | **Class: 8A** |
| --- | --- | --- |

|  |  |  |  |  | **9/11** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **11** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  |  | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Power point**  **Domino game**  **Class book** | play game :give each Ss domino to match each adjective with comparative and superlative part of the sheet.  Ss predict what animals might be in Sharjah Zoo before reading**.**  Then Ss read the web page individually .then ask Ss what animals need to be in the zoo and why *.*  Ss will hear to the animal conversation and should predict who will leave*.* | ( ) Dialogue and discussion**.**  ( ) Survey  ( ) Brainstorming**.**  ( ) Predict, interpret, observe, interpret  ( ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( ) Story  (  ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( ) Peer learning**,**  ( ) Problem Solving   * Others:   ……………………......................................  …………………………………………………. | **SS will be able to:**   1. say sentence using comparative and superlative forms. 2. do a research project. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **work sheet about comparative and superlative** | **Ss choose animal and persuade the other groups that their animal must be in the zoo** | Ss should awareness of conducting research project. | **Individual responses**  **Group work.** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class:8 (A)** | **Unit: 2**  **Creature feature** | **Lesson/Theme: L 12** |
| --- | --- | --- |

| **Day/Date** | **10/11** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **12** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up Activity:** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/Activities** | **Teaching Materials/Resources** |
| **Ss will be able to:**     1. **Read to order the cards.** 2. **Act out a part of the story.** | ( **√** ) Dialogue and discussion*.*  ( ) Survey  () Brainstorming*.*  (**√** ) Predict, interpret, observe, interpret  ( √ ) Collaborative learning*.*  ( ) Figure  ( ) Cognitive measurement  ( ) Story  ( ) Mind maps*.*  ( ) Inductive exploration  ( ) Learning by doing  ( √ ) Role play*.*  ( ) Peer learning*,*  ( ) Problem Solving   * Others:…………………………… | **Step1**:  Ss work in pairs. They exchange their exercise book to spell some words in the learning journals. Then they change the role.    **Step 2:**  T distribute reading cards, so that each group has a set of 8 cards. Ss should listen and find the correct picture to call out the number of the card.  Ss work in groups and read the cards to order.  **Step 3:**  Ss read Act. 2 on page 21 of SB. Ss work together to identify the main idea of each card and write them in their SB.  **Step4**:  T tells Ss to act out the part of the story on their card. Ss identify the characters of the story and decide who will act them. | ***Exercise book***  ***Reading Cards***  ***Cards*** |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Pair Work**  **Group work**  **Whole class responses** |  | **Act out a story** |  |
| **Teacher’s Comments:**  Class is composed of a broad range of students and materials will need to be differentiated in order to address the varying learning styles & levels. | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 13** | **Unit: 2** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | **11/11** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **31** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **T.S 2.1**  **Word cards** | **Warming up:**  Ss read the tongue twister on page 21 of SB. Ss listen to the tape and repeat.  **Step1**  T raises students' awareness of sentence intonation and they try to imitate the tape several times.  **Step 2**  Ss work in groups to discuss and plan for an argument. Ss use the information they have from page 11 and the ideas given on page 19 of CB.  **Step 3**  T explains for the Ss that they should decide which animal should leave the zoo by giving reasons and evidences to convince. | **( √ ) Dialogue and discussion.**  **( ) Survey**  **(** √ **) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **…………………………………………** | Ss will be able to:   1. Practice intonation.   2- Prepare for debate and discuss an argument issue |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss write their opinion about the topic with reasons.** | **T asks Ss to give their opinion about which animal should leave the zoo**. |  | **whole class observation**  **Group work** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 14** | **Unit: 2** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | **14/11** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **14** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **SB p. 21**  Cut –out page109 | **Warming up:**  Ss read the tongue twister on page 21 of SB. Ss listen to the tape and repeat.  **Step1**  T asks Ss to read the instruction of Act. 4 on page 21 of SB. Ss read the e-mails and answered true or false. When they finish, they check their answers.  **Step 2**  Ss cut page 109 of cut-out page in the back of SB to complete the application form.  **Step 3**  Ss check their form and then cut out the cheque. Ss can write total amount of money and try to have fun with their signature and to write their name and address on the back | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **(** √ **) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **…………………………………………** | Ss will be able to:   1. Read for specific information.   2- Complete application form. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **.** | **Completing application form** |  | **whole class observation**  **Individual work** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

| **Lesson/Theme: 1** | **Unit: 3 (Inventors & Inventions)** | **Teacher’s Name/** |
| --- | --- | --- |

|  |  |  |  |  |  | **Class:** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **15/11** | **Day/Date** |
|  |  |  |  |  | **1** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: play a game to order the sentences to form correct adjectives of comparison by using Wordwall App.** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **CB & SB**  **PowerPoint presentation** | **Warming up**  **T Shows pictures of some important inventions and asks if they are important to them or not.**  **Step 1:**  **Ss read the inst for (A 1. SB P21). T checks understanding. Ss plays the game in pairs. T monitor and offer help.**  **Step 2:**  **Ss read the inst for (A2 SB P 22). T checks understanding. Ss read and complete the passage with the correct words. Then, They check together. T checks and gives feedback.**  **Step 3:**  **Ss read the inst for (.B. P.22 & 23 act 1). T checks understanding. Ss listen and match the descriptions with the correct names of inventions. Ss share answers orally and T checks and give feedback.** | **( )Dialogue and discussion.**  **( )Survey**  **()Brainstorming.**  **( )Predict, interpret, observe, interpret**  **(√)Collaborative learning.**  **( )Figure**  **( ) Cognitive measurement**  **( )Story**  **( )Mind maps.**  **( )Inductive exploration**  **( )Learning by doing**  **()Role play.**  **(√ )Peer learning,**  **( )Problem Solving**  **● Others:……………………………………** | **1\Ss will be able to have an overall view about the unit.**  **2\Ss will be able to revise the vocab they already learned.** |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Whole Class observation**  **Pair work**  **T monitors individual response to various tasks.** | **Ss may find difficulty with some new vocabulary related to the theme of the unit.** | **Response to the task**  **Whole class observation**  **Individual observation** |  |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2020/2021

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 2** | **Unit 3 : inventors & inventions** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | **16/11** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **2** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Sb.p. 107 &108,cut –out**  **Act2, CB,pps 22 &23**  **Cb.pps. 22 &23 and act 1. Sb.p.23** | **Warm-up**  **Ask Ss to look at the pictures and talk about them.**  **Step1: Put Ss into pairs of As and Bs. Ss A looks at one of side of the cut- out page while the other part.**  **Step 2: Ss have to listen to the completion winners from previous years and call out the name of the inventions. Play the tape through and let Ss call out the name.**  **Step 3: Ss have to quickly look at the designs and descriptions cb.pp. 22&23. Ss complete the table** | **( ) Dialogue and discussion.**  **( ) Survey**  **( 1 ) Brainstorming.**  **( 2 ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( 3 ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( 4 ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | **SS will be able to :**   1. **Classify words into their lexical categories.** 2. **Do a gap- fill activity** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss have to complete the chart by finding five verbs, nouns and adjectives.**  **Act 3 SB .p. 22** | **Ss read the descriptions of the inventions at home and try to make their own invention.** | Ss have to study hard at home. | **Pair work**  **Individual work**  **Pair work or group work**  **Individual** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:** 

| **Class: 8 (A)** | **Unit: 3 (Inventors and Inventions)** | **Lesson/Theme: L3** |
| --- | --- | --- |

| **Day/Date** | **17/11** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **3** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up /Introduction/ Vocabulary** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| Ss will be able to :   1. Differentiate between countable and uncountable nouns. 2. use quantifiers before countable and uncountable nouns. | ( **√** )Dialogue and discussion*.*  (    )Survey  ( ) Brainstorming*.*  (**√** )Predict, interpret, observe, interpret    (**√** )Collaborative learning*.*  (  )Figure  (    ) Cognitive measurement  (   )Story    (  ) Mind maps*.*  ()Inductive exploration  (  )Learning by doing  (  ) Role play*.*  (   )Peer learning*,*  (   )Problem Solving   * Others:…………………………………… | **Warm-Up:**  Ss read the instructions of activity 1 C.B P.24.  T checks understanding. Ss read and match words with pictures, T circulates and offers help. T checks and give feedback.  Ss read instructions for activity 2 C.B P.25  T checks Ss understanding.  Then, Ss ask and answer the given Qs. Ss check together. Finally, T checks and give feedback.  T asks Ss to do activity 2 S.B P.23. Here Ss will sort the words in the correct place and they try to check together.  Finally, Ss will answer activity 1 S.B P.24. Ss read and discuss the given sentences. Then, try to write similar sentences. Finally, exchange work to check. | E.B, S.B and C.B |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Whole Class observation**  **Group work**  **Individual observation**  **T monitors individual & group response to various tasks** | **Ss may find a difficulty in differentiating between countable and uncountable nouns.** | **Writing sentences using quantifiers.** |  |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 4** | **Unit: 3** | **Class:** |
| --- | --- | --- |

|  |  |  |  |  | 18/11 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | L4 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 3 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: Spelling test (T.say the words one by one and give students time to write them down.)** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Spelling sheets**  **CB, SB, photocopiable page,**  **Short video**  **an empty can , a kebab stick , an elastic band , a piece of candle, some sellotape , some string , a long balloon, a straw.** | ***Sep.1****. Says the words one by one and give students time to write them down. Group leader collect the spelling sheets .corrects their words.*  ***Sep.2.*** *ss look at the symbol at the top of the email on page 24 CB and guess what is means.*  *T. elicits that it is the recycling symbol. T. gives each group a set of strips from a jumbled letter.*  *Ss work together to sequence the letter. checks their answers. Ss stick their strips on to colored poster paper. T.shows ss short video about suquencers.*    ***Step.3.*** *T.asks ss to scan the email on p.24 CB and find the sequencers. T. elicits these orally. Ss asks ss to write them on p.24 SB T asks to to brainstorm the idea and importance of using sequencers. When the teacher elicits their answers the T. asks them to read the learning strategy box on p.24 CB*  *.*  ***Step.4.*** *T.asks ss to look at Act.4 p.25 CB ss work in groups and to choose to make a Tin Can Engine or Balloon Rocket.T. provides the materials. Each group collect the materials they need and follow the instructions to make their inventions.* | **( ) Dialogue and discussion.**  **( ) Survey**  **( / ) Brainstorming.**  **( / ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( / ) Learning by doing**  **( ) Role play.**  **( / ) Peer learning,**  **( ) Problem Solving**  **Others:** | 1. **Read for specific understanding.**     **2. Identify sequencers in a text.**  **3- Follow instructions to make an invention.** |

| **Homework** | | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- | --- |
| **Choose one invention from your CBp.23 and write the instructions with sequencers to make that invention.** | | Ss should use sequencers to give sentences. | Assess ss in spelling words  Ss talk about their invention using the sequencers | *Individual responses & group responses*  *Be engaged in group discussion*  T. mointors and ssists groups with making an invention. |
|  | **Teacher’s Comments:** | | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 5** | **Unit: 3** | **Class:** |
| --- | --- | --- |

|  |  |  |  |  | 21/11 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | L5 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 3 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| CB  SB  PowerPoint | * **Ss** look at Act 1 on P: 26 and 27 of the C.B * **Ss** read the rubric and talk about inventors and inventions. * Ss are going to learn about the parts of a sentence called subject and object * **Ss** read the rubric for Act 1 on P: 25 S.B * **T** Check their understanding and let them complete the activity. * **Ss** read the rubric for Act 2 on P: 25 of the S.B. * **Ss** compare the Sent in Act 2with the sentences in Act 1. * **T** Encourage **Ss** to tell you what has happened to the subject and object. * Ask Ss them to tell you what has happened to the   subject (the inventor).   * **Ss** to look at act 3 on p:25 of the S.B. * **Ss** identifying passive sentences. * **T** get **Ss** to look at the list of irregular’sverbs at the back of the S.B on P: 67 and 68 and identify the past participles. * **T** Give Ss the following 5 past participles and ask   them to learn them for the spelling test in lesson 7.  ***Made – Written - Read - Built - Stuck*** | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( √ ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( √ ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | Ss will be able to   1. Identify and use passives. 2. Identify subject and object . 3. Research for information. |

| **Homework** | | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- | --- |
| Prepare for spelling words | | Practice the use of passive |  | Whole class discussion    Individual work |
|  | **Teacher’s Comments:** | | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 6** | **Unit: 3** | **Class:8A** |
| --- | --- | --- |

|  |  |  |  |  | 22/11 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | L6 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 4 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| CB  SB  T.s 3.2 | **Step 1:**  Ss look at the photo on page 26. Ss scan the passage and find the name of inventor to match with the photo.  **Step 2:**  T asks the Ss to look at Act.2 of page 26 of CB. SS identify passive sentences and discuss them with the teacher. Now Ss write 3 passive sentences on Act.1.  **Step3**:  Ss look at Act.2 on page 26 of SB. Ss read the report to answer the questions. When they finish exchange their book to have pair checking.  **Step4**:  T asks Ss to listen to the words to repeat them and write the words with long /u:/ | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( √ ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( √ ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( √ ) Peer learning,**  **( ) Problem Solving**  **Others:** | Ss will be able to   1. Match photos with name of inventors 2. Write passive sentences. 3. Read for specific information. 4. Say words with long sound /u:/ |

| **Homework** | | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- | --- |
| Write words with long sound /u:/ | | Scanning the text to answer questions |  | Whole class discussion    Individual work  Pair work |
|  | **Teacher’s Comments:** | | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 7** | **Unit: 3** | **Class: 8A** |
| --- | --- | --- |

|  |  |  |  |  | **23/11** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **7** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Paper,**  **SB page 27 activity 1**  **Printed texts, photographs, envelopes**  **TS 3.3**  **Exercise book**  **TS 3.4** | T. plays verb game with Ss.  (T. asks Ss to write down 3action verbs. T. collects the papers and put them in a box. T. splits the class into two teams. One s from the first team picks a verb. They have one minute to act it out and say the different forms of this verb to score a point. If the team guesses it correctly, they choose another verb until the minute run out. Then it’s next team’ s turn.)  T. follows the procedures of testing spellings.  T. checks spelling.  T. revises passive with Ss.  T. introduces the task about recycling papers with Ss.T. divides class into groups. T. gives each group an envelope with photos and texts.  Ss match the texts with photos and sequence the report. Ss read the texts.  T. lets Ss listen to the description of the process and check their answers.  T. tells ss that they are going to design a questionnaire to make an interview.  Ss chose an invention and find out some questions about it.  T. elicits questions and write them on the board.  T. plays the tape.  Ss listen and write the questions.  T. writes the questions on the board and ask Ss to add them to their qs. | ( ) Dialogue and discussion**.**  ( ) Survey  ( ) Brainstorming**.**  ( ) Predict, interpret, observe, interpret  ( ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( ) Story  (  ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( ) Peer learning**,**  ( ) Problem Solving   * Others:   …………………….......................................................................... | **Ss will be able to spell the new words.**  **Ss will be able to match photographs with texts in order to sequence a report.**  **Ss will be able to listen for specific information** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss should organize their questions for the interview in a paper.** | **T. asks Ss to write their own questions for the interview.** |  | **T. monitors individual and group responses to various tasks to check Ss understanding.**  **Whole class observation.** |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name**

| **Lesson/Theme:** 8 | **Unit: 3** | **Class:** |
| --- | --- | --- |

|  |  |  |  |  | 24/11 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 8 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary**  Revising vocabularies | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| Board  Class book p,27  Skills book p,29  Class p,27&28 and skills book p,29  \_ | -read the learning strategy to match the pictures with tha onomatopoeia activity 3 in class book p,27  -match senteneces discription with paragraphs number ,activity 1 in skills book p,29  -read the story in class book page 27&28 then put T&F ,activity 2 in Skills book p,29  -read the story from the class book then answer the qs in skills book activity 3 p,29 | **( ☆ ) Dialogue and discussion.**  **( ) Survey**  **( ☆ ) Brainstorming.**  **( ☆ ) Predict, interpret, observe, interpret**  **( ☆ ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ☆ ) Learning by doing**  **( ) Role play.**  **( ☆ ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | 1-Read a story for specific details  2-write super sentences using adjectives and adverbs. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Rread the story again | Be a leader to help others | Give chance to work in group with an excellant leader | Whole class  Pair work  Group work |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 3**  ***Inventors and Inventions*** | **Lesson/Theme: L9** |
| --- | --- | --- |

| **Day/Date** | **25/11** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **9** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to:***   1. *Practice using onomatopoeic words.* 2. *Match the best sentence with the photographs.* | **( ) dialogue/ discussion**  **( ) Survey**  **( ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) the cognitive Measurement.**  **( √ ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Step1:*** *T. gets ss to read the strategy box and explain what they understand. Ss should know that onomatopoeia is words that denote the sound that things make. Then ss complete the activity by matching icons with sound words. After that let ss look for onomatopoeic words from The Right Wrong Inventor.*  ***Step2****: inform ss to read the sentences on their own and look at the numbered paragraphs from the Wrong Right Inventor's story of SB.ps. 27, 28 and 29 of cb. Then ss decide the sentence that best describes the paragraphs.*  ***Step3****: elicit from the ss the questions on the cut out page. Inform ss to read the story and form questions and tell them not to write answers at the moment. Monitor and support ss.*  ***Step4****: get ss to circle the correct answer. When finished, get ss to swap books with each other. Encourage the whole class to read the statements and give answers.* | *3, cb.p.27*  *Act1, sb.p. 29, cb.p.27-29*  *Act4, cb.p.27,28 and 29, and sb.cut-out page 105*  *Act2, sb.p.29* |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *WCW , oral interaction*  *Group work*  *Individual work*  *Individual responses and peer checking* |  | *Ability to retell the event of the story.* | Ss complete Act 3 on SB P: 29    (Independent reading) |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit: 3** | **Lesson/Theme: L10** |
| --- | --- | --- |

| **Day/Date** | **28/11** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **10** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **2** |  |  |  |  |  |

| **Warm-up : Name some stories you have read! And what was the moral of each one?** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| ***Ss will be able to:***   1. *Listen to specific information.* 2. *Brainstorm and answer story questions.* | **( ) dialogue/ discussion**  **( ) Survey**  **( \*\* ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) the cognitive Measurement.**  **( √**\*\* **) Story**  **( \*\* ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:** | ***Step1:*** *T asks ss to look at the story titles they have studied before. Ss recall as much as they can about each one. Then t asks ss to read the rubric and instruction of A1, SBP30. Ss listen and name the story they hear. Ss decide which one were not included.*  ***Step2****: T asks SS to choose one of the stories in the previous task. Ss read the rubric and instruction.*  *Ss use mind map to answer the questions on the story sorting machine*  ***Step3****: T do whole check and elicit the ideas from the groups* | *Sb p30*  *LT 3.5*  Sb p 105  Sb p 30 |
|  |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| *oral interaction*  *Group work* |  | *Ability to retell the event of the story.* |  |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 11** | **Unit: 3** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 01/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 11 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| WC  SB  CB  sheets | * warm up: Ss look at list of words and make simple sentences. * SB p.30 Ss look at the words and sort them into nouns, verbs, adjectives and adverbs. * CB p. 28 Ss look at The Super Sentence Maker, follow the steps to write a super sentence. * Ss individually write super sentence. * Ss choose words for spelling. | **( ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( • ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( •) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | * specify words into their categories. * write super sentences. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Learn for spelling | Ss write their own super sentences. | Sorting words into categories. | Whole class observation  individual responses |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

| **Lesson/Theme: 12** | **Unit: 3 (Inventors & Inventions)** | **Teacher’s Name/** |
| --- | --- | --- |

|  |  |  |  |  | **8** | **Class:** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **02/12** | **Day/Date** |
|  |  |  |  |  | **12** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: play a game to order the sentences to form correct adjectives of comparison by using Wordwall App.** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **PPT/ Class book /**  **Ss’s opinion**  **Class Book / White board**  **Wordwall**  **Skills Book** | Step One:   * Tell SS to look at the events in the Wordwall activity, study the story and asks them to put the events in order. ☺ After discussions, Ss work together to check the right order T. Checks their answers.   Step Two:   * T. asks SS to look at Act. 2/ P. 29(CB). SS read the poem and find the phrases including passive forms through exploration. T. elicits interpretations as answers from SS and write them on the board and asks Ss to write them in their exercise book.   Step Three:   * T. asks Ss to look at Act. 1/ p. 31(SB). SS check jumbled sentences and put them in order through problem solving. T. REFERS SS to ACT.3/ P. 24 to find some pre-learned sequencers. SS use these sequencers in their ordering of the events. T. elicits answers from SS.   **A closing activity by asking Ss to mention when it’s they should use the passive and by asking them to list some sequencers.** | **( \* ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( \* ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( \* ) Exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( \* ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | 1. **Identify the passive form from a text.** 2. **Find the correct order of events using sequencers.** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| * Ss should memorize the sequencers | * Ss should write the main form of the passive * Ss should write five sequencers in their exercise book | * Enrichment Task/ write a short paragraph using 3 passive sentences. * Remedial Task/ Ss should search for 5 more sequencers. | * Whole and Individual observation * T monitors individual & group response to various tasks. |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 13** | **Unit: 3** | **Class:** |
| --- | --- | --- |

|  |  |  |  |  | 05/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | L13 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: Ss listen to passive poem** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| SB  T.S 3.  Graphic organizer on their exercise book | **Step1**:  T asks ss to look at Act.2 on page 31 of SB. Ss listen to script of Maha and badriya describing how to make books. Ss listen and order the information on the graphic organizer.  When they finish , discuss their answers with T  **Step2**:  Ss start to plan for making their book and write their graphic organizer on their exercise book.  **Step3:**  Now Ss work in pairs and use their graphic organizer to describe what they plan to do. | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( √ ) Brainstorming.**  **( √ ) Predict, interpret,..etc.**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( √ ) Peer learning,**  **( ) Problem Solving**  **Others:**  ……………………………………………… | **Ss will be able to:**   1. **Listen for general information.** 2. **Plan for making a book** |

| **Homework** | | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- | --- |
| Prepare their book using graphic organizer | | Ss plan for making a book. |  | Individual responses  Be engaged in group discussion  Pair work |
|  | **Teacher’s Comments:** | | | | |

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* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 14** | **Unit: 3** | **Class:8A** |
| --- | --- | --- |

|  |  |  |  |  | 06/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | L14 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary: Spelling** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| CB  Graphic organizer on their exercise book | **Step1**:  Ss look at Act.1 on page 30 of CB. Ss work in groups to answer quiz questions in their exercise books.  When they finish exchange their answers with another group to check them orally.  **Step2**:  T asks Ss to write more 3 questions about the unit and exchange with another group to answers.  **Step3:**  Ss complete their book that they have started from the previous lesson. | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( √ ) Brainstorming.**  **( ) Predict, interpret,..etc.**  **( √ ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**  **Others:**  ……………………………………………… | **Ss will be able to:**   1. **Answer quiz questions about the unit.** 2. **Write questions about the unit.** |

| **Homework** | | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- | --- |
| Complete their book using graphic organizer | | Revising the unit. |  | Individual responses  Group discussion  Pair work |
|  | **Teacher’s Comments:** | | | | |

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* **Teacher’s Name:**

| **Theme/ Unit::1** | **Unit:4** | **Class:8** |
| --- | --- | --- |

|  | **07/12** | **Day/Date** |
| --- | --- | --- |
|  | **1** | **Lesson** |
|  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** *T writes famous cities on the board and Ss match them with their countries* | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| ***CB p.31 - Activity 1, SB p.32 - Listening Transcript 4.1 - Activity 1, CB p.32 - Activity 2, SB p.32*** | **Warm-Up:**  ***Step1:*** *T Elicit some cities that the students already know and encourages them to give some information on them*  ***Step2:*** *T directs students to open SB.P32.ACT.1*    ***Step3****: T. plays the tape and conducts a whole class feedback on what they heard.*    ***Step4:*** *Ss listen again and tick the correct option.*    ***Step4:*** *Ss read the poem on ACT.1.CB.P.32. and answer the follow-up questions*    ***Step5****: Ss read ACT.1.SB.P.32 and discuss the assignment in pairs. Ss do the activity as a H.W. .* | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( √ ) Role play.**  **( √ ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | ***SS will be able to :***    *1. Predict what the unit is about.*    *2.* *Listen for specific information*  *.*    *3. Order the parts of newspaper article* |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
|  | Identify newspaper article |  | *Class Observation*  *Listening and individual response*  *Indivi. Responses*  *Pair discussion* |
| **Teacher's Comments:** | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 2**  **Great Cities** | **Unit: 4** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 8/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 2 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| CB-World map  CB-SB  CB  SB | T. asks Ss to read the poem of Talib the Tried Traveller on their own and then Ss should draw Talibs route in blue on the world map.  T. asks Ss to look at activity 2 P.32&33 of their CB and elicits from them that there are letters,emails,cards,postcards,notes and newspaper articls.  And these are different ways in which we can send different massages.  Ss should read the different text about Mustafas round the world journey and then work in pairs to decide where Mustafa went and plot his route on the “world city challenge” map at the back of their SB using red pencil. Then T. asks Ss to identify the remaining 2 cities that Mustafa hasn’t been to.  T. asks Ss to look again to the different text about Mustafas round the world journey and discuss what is the difference between them. Elicits that there are formal and informal ways of writing.  T. asks Ss to look at learning journal at their SB p.73 read it and then discussed it. | **(** 1 ) Dialogue and discussion.  ( ) Survey  ( ) Brainstorming.  ( 2 ) Predict, interpret, observe  ( ) Collaborative learning.  ( ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( ) Mind maps.  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play.  ( 3 ) Peer learning,  ( ) Problem Solving   * Others:   …………………….................................  ………………………………………… | Ss will be able to:   1. Identify different written texts. 2. Recognize the difference between formal and informal written text. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss should write summary of Mustafas Trip for the local newspaper. | Ss differentiate between formal and informal texts |  | T. monitors individual and whole class work.  T. circulates around and ensures Ss are speaking in English. |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 3** | **Unit: 4** | **Class: 8 (A)** |
| --- | --- | --- |

|  |  |  |  |  | **09/12** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **3** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **3** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation of**  **Approaches/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **T.s 4.3**    CB  **CB + SB** | **Step1:**  Ss scan the text of club talk on page 33 and 33 of CB. Ss classify where each club member live. Ss listen to the script and match what they hear with the text.  When ss finish, they swab their book to check.  **Step2:**  Ss look at Act.1 on page 33 of SB. Ss work in groups to brainstorm nouns, verbs, adjectives. Ss listen and write the words they hear.  **Step3:**  T distributes "People and cities" Photocopiable page . Ss work in groups. Ss read what each person says and match with descriptions. T conducts a quick class feedback and elicit the answers. | ( √) Dialogue and discussion**.**  ( ) Survey  ( ) Brainstorming**.**  ( ) Predict, interpret, observe  ( √ ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( √ ) Story  ( ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( √) Peer learning**,**  ( ) Problem Solving   * Others:   ……………………....................................................................... | **Ss will be able to :**   1. Listen for specific information. 2. Read to answer questions. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss prepare for spelling | Ss listen to get specific answers | Give Ss activities on Wh questions | Whole Class  Pair work  Individual work  Group work |
| **Teacher’s Comments:**  Class is composed of a broad range of students and materials will need to be differentiated in order to address the varying learning styles & levels. | | | |

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* **Teacher’s Name:**

| **Lesson/Theme: 4** | **Unit: 4** | **Class: 8A** |
| --- | --- | --- |

|  |  |  |  |  | **12/12** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **4** | **Lesson** |
|  |  |  |  |  | **4** | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **CB. 34-35 Act. 1**  **SB. 33. Act. 2**  **Cut Out Page 101-102** | **Warm-up.**  *“Does anyone have a relative or a friend who lives abroad? In which country? In which state/city?*  *What did he/she tell you about the city where she/he lives? What is that city famous for?* “  Teacher asks students to sit in groups. Each group is a team of 6 to 7 students of different levels.  *“Today, we’re going to discover 4 different cities. Head over to pages 34 & 35 of your class book. “*  Each group will be responsible for 1 text. After finishing reading, each group will assign a member to give the name of the city they read about as well as the most useful information. As students mention some adjectives in the superlative form, Teacher takes few minutes to explain the rule for the superlative form while picking up some examples from the texts.  **Sb. 33. Act. 2**  **Cut Out Page 101-102**  With the guidance of the Teacher, students fill in the tables in the table in the skills book activity and the 4 fact files on the cut-out page.  Remark: Teacher should give students enough time to complete the work as this is a time-consuming task. | **( ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | **Students will read multiple texts, answer related reading comprehension questions, and learn to write full sentences containing the superlative form.**  **Students will transfer information from a reading passage to a table as they fill in with required information.** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
|  |  |  |  |
| **Teacher’s Comments:**  **Teacher should not forget to remind students to be ready for the spelling test in Lesson 6.** | | | |

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* **Teacher’s Name:**

| **Lesson/Theme: 5** | **Unit: 4** | **Class: BA** |
| --- | --- | --- |

|  |  |  |  |  | **13/12** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **5** | **Lesson** |
|  |  |  |  |  | **4** | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **SB. 34. Act 1+2**  **Language Focus SB. 34.** | Warm-up  Teacher writes a list of adjectives on the board. Then he asks students to elicit tautonyms. The adjectives are dirty – cold – noisy – bi – fast – good – low -young – easy.  Teacher asks 2 students to come to the board. One of the students is tall, the other one is short. Then teacher asks:” Who is tall?” As students answer, teacher writes the answer on the board.  Sami is tall.  Students should be able to complete the sentence. Example: … **Ali is short.**  Teacher asks the students to combine the two sentences Teacher can guide Ss to use the subordinating conjunction “but.”  Student writes the full sentence as a model to follow. Students go back to their places. Teacher pulls out 2 Omani rials from his purse. He shows the first one.  “Is this one rial note new or old?”  Teacher writes the following sentence:  The first one rial note is old. Students should complete the sentence with subordinating clause.  SB. Act. 1. page 34  Students fill in each sentence with a subordinating clause.  Act. 2 SB. PAGE 34.  One of the students reads the question. Teacher explains the question and gets students go through the activity. While correcting the activity, Teacher makes sure that this grammatical point is clear to student.  Language Focus. SB. PAGE 34.  Students should demonstrate their understanding of the lesson\s grammatical point by filling in the grammar rule with the missing words. | **( ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | **\*Students will contrast 2 clauses using the subordinating conjunction “but”.**  **\*Students will learn about and practice using the subordinating conjunctions “but, however, although”** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **T**eacher asks students revise what they have seen today and as a practice they should write 3 sentences, each with one of the subordinating conjunctions seen in class. |  |  |  |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 6** | **Unit: 4**  **Great Cities** | **Class: 8 (A)** |
| --- | --- | --- |

|  |  |  |  |  | **14/12** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **6** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation of**  **Approaches/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **Whiteboard**  **SB** | **Step1:**  Ss write down 1-10 for spelling words. T says the words one by one and give Ss time to write.  **Step2:**  Ss work in groups and brainstorm advantages and disadvantages of living in cities and villages.  **Step3:**  Ss look at Act. 1 on page 35 of SB. Ss write 3 sentences about the advantages and disadvantages of living in cities and villages using but, however, although. | ( √ ) Dialogue and discussion**.**  ( ) Survey  ( √ ) Brainstorming**.**  ( ) Predict, interpret, observe  ( ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( ) Story  ( ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( √ ) Peer learning**,**  ( ) Problem Solving   * Others:   ……………………...........................  …………………………………… | **Ss will be able to :**   1. Discuss advantages and disadvantages of living in cities and villages. 2. Practice the use of but, however, although. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| **Ss write sentences using but, however, although** | Ss write sentences using but, however, although |  | Whole Class interaction  Group Work  Individual observation |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme:7** | **Unit: 4**  **G** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 15/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 7 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 1 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| Vocabulary and Grammar sheet.  Flash Cards.  **SB** | Step (1)  get ss to look at act.2 p. 35 sb get ss to read the rubric . Hamed and Talal are talking about their pojects. Ss tick the sentences that are true while they are listening.  Step (2)  Get ss to look at act.2 sb .p.36 . ss have to underline the past simple and the present perfect .  Step (3)  Ask ss to predict what their project for this unit is about and elicit which city Hamad is going to research . | * **Dialogue and discussion.**   **( ) Survey**   * **Brainstorming.**   **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | 1. Students will be able to identify the rules they use to talk about the past. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| SB. P.36 act.2 | ***Overall knowledge of the English language***  ***Ability to express thought clearly*** |  | ***Individual responses***  ***Interaction***  ***Whole class observation*** |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name**

| **Lesson/Theme: 8** | **Unit: 4**  **Great Cities** | **Class:8** |
| --- | --- | --- |

|  |  |  |  |  | 16/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 8 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| cards  SB p,91  CB  Class p,37  \_ | Step1  Ss look at the dialogue on page 36 of SB and read present perfect questions. Ss get "have you ever" place and city cards. T asks Ss to remove cut-out page 91 to complete it .  Step2  Ss read the texts on page 36 and 37 and get them to focus on questions and discuss their answers with the groups.  Step3  T asks Ss to look at Act.1 on page 37 of SB. Ss read a text about Makkah in their CB and write 3 sentences for each of the focus words. Ss work in pairs to complete the task. T check Ss work. | ( ☆ ) Dialogue and discussion.  ( ) Survey  ( ☆ ) Brainstorming.  ( ) Predict, interpret, observe, interpret  ( ☆ ) Collaborative learning.  ( ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( ) Mind maps.  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play.  ( ☆ ) Peer learning,  ( ) Problem Solving   * Others:   ……………………................................................................................. | Ss will be able to:  1. Practice the use of present perfect.  2- Read for specific information |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Read the text again to use new vocabulary in sentences | Ss answer focus questions | Simple multiple questions for the text | Whole class  Pair work  Group work |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 9** | **Unit: 4** | **Class: 8 (A)** |
| --- | --- | --- |

|  |  |  |  |  | **19/12** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **9** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary:** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation of**  **Approaches/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| T.s 4.5 | **Step1:**  T asks Ss who has been to Muscat?  T discusses what they can see and do there.  Ss look at page 38 of CB and listen to ITC member visiting Muscat for the first time. Listen and where she and her mother decide to go  **Step2:**  Ss look at web page on page 38 of CB and read Act.1 of their SB. Ss write about their experiences using specific time.  Ss brainstorm time phrases and the clock times. Ss give examples and write some sentences.  **Step3:**  Ss spell 10 irregular verbs | ( √ ) Dialogue and discussion**.**  ( ) Survey  ( √ ) Brainstorming**.**  ( ) Predict, interpret, observe  ( √ ) Collaborative learning**.**  ( ) Figure (7) the cognitive  ( ) Measurement**.**  ( ) Story  ( ) Mind maps**.**  ( ) Inductive exploration  ( ) Learning by doing  ( ) Role play**.**  ( ) Peer learning**,**  ( ) Problem Solving   * Others:   …………………….............................................……………………… | **Ss will be able to :**   1. **Listen for specific information** 2. **Write about their experience.** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss Ask and answer questions using present perfect. | Ss write their experience of visiting Muscat. |  | Whole Class interaction  Individual observation  Group work |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021 /2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme: 10**  **Great Cities** | **Unit: 4** | **Class: 8** |
| --- | --- | --- |

|  |  |  |  |  | 20/12 | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | 10 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 3 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| dairy  T.S 4.6 | **Step 1:**  Ss show their dairy page to each other to read it.  **Step 2:**  T asks ss to brainstorm some city places together and preposition of places.  Ss remove "About Twon" cut-out page 99 at the back of SB. T check vocabulary with Ss and asks them to label the map while they are listening to Rashid.  **Step3**:  T asks Ss some questions about the direction and the location of some places. T asks Ss to work in pairs one asks and the second answer about the places.  Step 4:  T asks the students to draw a map of their own local area and label it with place names so that a friend can follow it from the school to their house. | **( √**  ) Dialogue and discussion.  ( ) Survey  ( √ ) Brainstorming.  ( ) Predict, interpret, observe  ( ) Collaborative learning.  ( ) Figure (7) the cognitive  ( ) Measurement.  ( ) Story  ( ) Mind maps.  ( ) Inductive exploration  ( √ ) Learning by doing  ( ) Role play.  ( √ ) Peer learning,  ( ) Problem Solving   * Others: | Ss will be able to:   1. Listen for specific information. 2. Ask and answer about places. 3. Label a map of their local area. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss draw a clock face to use in the next lesson | Ss can label a map | Give Ss a drawing simple maps to follow and identify some common places such as supermarket, schools , hospitals and pharmacy. | Individual and whole class work.  Pair work |
| **Teacher’s Comments:** | | | |

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* **Teacher’s Name:**

| **Lesson/Activity: 11** | **Unit: 4** | **Class: 8A** |
| --- | --- | --- |

|  |  |  |  |  | **21/12** | **Day/Date** |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  | **11** | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | **3** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **CB p.38&39**  **SB p.38.39** | T. asks Ss. to look at the pictures on p38 of CB and guess where these places are.  T. gets Ss. to read the instructions of the Act.1 on p.38 of CB.  Ss. should read the paragraphs about Muscat. Then listen to Milou and her mother in order to decide where they want to visit in Muscat.  T. refers Ss. to Act.2 on p.39 of the CB. Check the Ss’ prior knowledge about the time.  Ss. should match the digital times a-d to the clock faces 1-4.  T refers the Ss. to p39 of the CB. Ss. look at the timetables in the Act.3.  Ss. answer the Qs 1-4 in Act.2 on p38 of the SB. | **( / ) Dialogue and discussion.**  **( ) Survey**  **( / ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( / ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **……………………...........................................................................................** | **Ss. will be able to**    **\***Read for both details and specific information.  \* Write and retell a story.  \*Use the 24-hour clock. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss imagine that they visited Muscat. write- in past- a diary about what they visited. | Listen for specific information |  | Whole class responses  Individual work |
| **Teacher’s Comments:** | | | |

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English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name……………………………………………………………………………..**

| **Lesson/Theme:12** | **Unit: 4** | **Class:8** |
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|  |  |  |  |  | 22/12 | **Day/Date** |
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|  |  |  |  |  | 12 | **Lesson** |
|  |  |  |  |  |  | **Section** |
|  |  |  |  |  | 2 | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary**  T Ss play bingo matching some familiar road signs with their phrases. | | |
| --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **CB, p.40**  **SB p39-40**    **Exercise book** | **Step1**:  Ss open p. 40 of the CB. Ss work in groups and think what the road signs mean.  **Step2:**  T asks Ss to open SB, p40 and match the instructions with the phrases.Ss look at the map on p. 39 SB .Ss name the places on the map.  Ss listen to the travel news and draw Ali's route .T checks Ss work.    **Step3**:  T asks Ss to open their exercises books and work in pairs to write some directions to describe how to get from the stadium to different places in the map. | **( ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7) the cognitive**  **( ) Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( ) Role play.**  **( ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **……………………..................................................................................** | 1.Ss will be able to :  1. To identify different road signs and the matching phrases.  2. To listen for specific information.  3. To write some instructions using the map. |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks**  **Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
|  | **Ss write some instructions in their exercise books.**  **T monitor individuals responses and check their work** | **T can give slow learners matching task for the road signs and the high achievers writing descriptions.** | **Whole class**      **pairs, and Individual work**  **T monitors individual & pair work** |
| **Teacher’s Comments:** | | | |

**Senior Teacher’s Signature: Supervisor’s Signature:**

**Directorate General of Education-**

**School:………………..**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Theme/ Unit::4** | **Unit:13** | **Class: 8A** |
| --- | --- | --- |

|  | **23/12** | **Day/Date** |
| --- | --- | --- |
|  | **13** | **Lesson** |
|  | **2** | **Number Of**  **Aims/Learning outcomes** |

|  | **Warm-up /Introduction/ Vocabulary** | | | |
| --- | --- | --- | --- | --- |
| **Teaching Materials/Resources** | **Implementation**  **Approach/ Activities** | **Teaching Strategies/Methods** | **Aims/Learning Outcomes** |
| **SB p. 39**  **Photocopiable page**    **SB p.40**  **CB p.40**  **SB p.40** | **Warm-Up:**  Ss check some places and directions on the map  **Step 1**  Ss work in groups and get strips of different parts of journey. Ss read it silently to draw their route on the map. When they finish, they check their route.  **Step 2**  Ss look at the photos in activity 2 on page 40 of CB. Ss read Act. 2 on page 40 of SB and write the letter of each question in the box under the situation. After they finish, they check in pairs  **Step 3**  Ss read Act.3 on page 40 of SB and Write a dialogue using the phrases from Act.2.  **Step 4**  Ss act out the dialogue they wrote. | **( √ ) Dialogue and discussion.**  **( ) Survey**  **( ) Brainstorming.**  **( ) Predict, interpret, observe, interpret**  **( ) Collaborative learning.**  **( ) Figure (7)**  **( ) The cognitive Measurement.**  **( ) Story**  **( ) Mind maps.**  **( ) Inductive exploration**  **( ) Learning by doing**  **( √ ) Role play.**  **( √ ) Peer learning,**  **( ) Problem Solving**   * **Others:**   **…………………….................................**  **………………………………………………….** | ***SS will be able to :***     1. **Draw their route on the map and find out their destination.** 2. **Write a dialogue using some phrases.** 3. **Act out a dialogue** |

| **Homework** | **Summative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Formative Assessment** |
| --- | --- | --- | --- |
| Ss practice spelling of 10 irregular past participle verbs | **Ss** draw a route for their journey  Writing a dialogue | Some Ss may not able to write a dialogue.  They can just act out with their partner | Ss response to various tasks  Whole class observation  Group work  Pair work |
| **Teacher's Comments:** | | | |

**Senior Teacher signature: Supervisor’s Signature**

**Directorate General of Education- Governorate**

**School**

English Language - Lesson Preparation - 2021/2022

* **Teacher’s Name:**

| **Class: 8 (A)** | **Unit:**  **Great Cities** | **Lesson/Theme: L 14** |
| --- | --- | --- |

| **Day/Date** | **23/12** |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Lesson** | **14** |  |  |  |  |  |
| **Section** |  |  |  |  |  |  |
| **Number Of Aims/Learning**  **outcomes** | **3** |  |  |  |  |  |

| **Warm-up /Introduction/ Vocabulary** | | |  |
| --- | --- | --- | --- |
| **Aims/Learning Outcomes** | **Teaching Strategies/Methods** | **Implementation Approach/ Activities** | **Teaching Materials/Resources** |
| 1. Check background knowledge about famous landmarks around the world .   2. Revise the use of present perfect questions. | (**√** )Dialogue and discussion*.*  ( )Survey  ()Brainstorming*.*  (**√** )Predict, interpret, observe, interpret  (**√** )Collaborative learning*.*  ( )Figure  ( ) Cognitive measurement  ( )Story  ( )Mind maps*.*  ()Inductive exploration  ( )Learning by doing  ( )Role play*.*  ( )Peer learning*,*  ( )Problem Solving   * Other | **Warming up**  **T shows Ss some of the famous landmarks in the world and ss guess which city does it have this landmark.**  **Step 1:**  **T asks Ss to look at act/CB40, then work in gp to match the landmarks with the cities.**  **Step 2:**  **T distributes piece of papers with landmarks to Ss, then asks Ss to circulate around the class looking for other Ss who have the same landmark by ask ‘Have u ever seen…?**  **Step 3:**  **Ss read act1/SB41, Ss read the first half of the sentence and write the second half using the provided clauses.**  **Step 4:**  **T Writes 2 words with 2 phonetic symbols** /əʊ**/ and**  **/** ɔ ɪ **/and encourages Ss read them, then Ss cut out p.g 97, listen to the words and sort them.**  **-Do a whole class check.** | **CB40 & SB41**  **Word cards**  **PowerPoint presentation, LT,**  **cut-out page97** |
| 3. Recognize the difference between /əʊ/ and  / ɔ ɪ / sounds. |
|  |
|  |  |

| **Formative Assessment** | **Enrichment/remedial Tasks Differentiated Education** | **Summative Assessment** | **Homework** |
| --- | --- | --- | --- |
| **Whole Class observation**  **Group work**  **Individual observation**  **T monitors individual & group response to various tasks** | **Ss may find difficulty at differentiating between the 2 sounds . .** | **Talk about famous landmarks in Oman and around the words.**  **Ask and answer Qs using present perfect form.**  **Classify words with 2 similar sounds** | **Ss write 6 words with phonetic symbols /əʊ/ and**  **/ ɔ ɪ /.** |
| **Teacher’s Comments:** | | | |

**Supervisor’s Signature** **Senior Teacher’s Signature**: