

Lesson Plan

Subject: 8 grade

Unit Title: Unit 1: The things we do

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to use vocabulary for daily routines. 2_ Students will be able to use the Present Simple (affirmative/negative) to talk about facts and routines. 3_ Students will be able to correctly pronounce the plural -s ending in third person singular verbs.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Directs students to page 4 of the Student's Book to discuss pictures of different routines around the world.	Discusses the pictures on page 4 of the Student's Book with a partner.	
2- Explanation	Introduces vocabulary from Student's Book, p. 5, Ex. 6. Explains the Present Simple tense using the grammar box on p. 5. Assigns Activity Book p. 4 for practice.	Completes vocabulary matching in Student's Book (p. 5). Completes exercises 1-4 in the Activity Book (p. 4) for practice.	
3- Elaboration	Challenges advanced students to write a paragraph comparing their routine with a character's from p. 4 of the Student's Book.	(Advanced): Writes a paragraph comparing their daily routine. ** (Support):** Works in a group to complete Ex. 4 in the Activity Book.	
4- Closing	Manages the pronunciation activity for the final -s from Student's Book, p. 5, Ex. 7. Assigns Activity Book p. 5 as homework.	Practices pronunciation of the final -s. Completes Ex. 5-7 on p. 5 of the Activity Book for homework.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 1: The things we do

Lesson Title: Lesson 2A: Vocabulary

Number of Classes (7)

Previous Learning: grade

<p>The Main Outcomes: 1_ Students will be able to identify vocabulary for free-time activities. 2_ Students will be able to use frequency expressions (once/twice a week, etc.) to describe habits. 3_ Students will be able to talk about how often they do various activities.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to brainstorm free-time activities they know before opening the book.	Participates in brainstorming and shares activities they enjoy.	
2- Explanation	Introduces vocabulary for free-time activities from Student's Book, p. 6, Ex. 1. Guides students to use frequency expressions (Ex. 4).	Matches verbs to activities in Student's Book, p. 6. Completes exercises in the Activity Book, p. 6, to practice vocabulary and frequency expressions.	
3- Elaboration	Asks students to create a weekly schedule for an ideal week, using at least five different free-time activities and frequency expressions.	(Advanced): Creates and presents an "ideal week" schedule. ** (Support):** Works in a pair to complete Samar's calendar on p. 6 of the Activity Book.	
4- Closure	Manages the pair-work speaking activity in Student's Book, p. 6, Ex. 5.	In pairs, asks and answers questions about how often they do certain activities using the prompts.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 1: The things we do

Lesson Title: Lesson 3A: Grammar

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to use adverbs of frequency (always, usually, etc.) correctly in sentences. 2_ Students will be able to form Yes/No and Wh- questions in the Present Simple. 3_ Students will be able to answer questions about everyday life using adverbs of frequency.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Presents the "Signs you are an excessive phone user" quiz from Student's Book, p. 7, Ex. 1.	Discusses the sentences in the phone user quiz and decides which are true for them.	
2- Explanation	Explains the placement of adverbs of frequency (p. 7) and question formation using do/does. Assigns Activity Book p. 7 for practice.	Completes exercises on adverbs of frequency and questions in the Student's Book and Activity Book (p. 7).	
3- Elaboration	Challenges students to write a short quiz for their partner about a different topic, using adverbs of frequency and questions.	(Advanced): Creates a 4-question quiz for a partner. ** (Support):** Focuses on completing the question-and-answer exercises in the Activity Book with teacher support.	
4- Closing	Manages the speaking activity in Student's Book, p. 7, Ex. 6, where students ask and answer questions in pairs.	Asks and answers the questions on page 7 of the Student's Book in pairs, giving true answers about themselves.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 1: The things we do

Lesson Title: Lesson 4A: Reading and Vocabulary

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to understand the main idea of a paragraph. 2_ Students will be able to use phrasal verbs related to daily life (get back, look up, stay in, put on). 3_ Students will be able to reflect on and discuss stereotypes about different groups of people.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to discuss the meaning of "stereotype" and talk about the stereotypes of teenagers listed in Student's Book, p. 8, Ex. 1.	Discusses stereotypes and expresses agreement or disagreement with the given examples.	
2- Explanation	Guides students to read the text "Stereotypes! Are they true?" on page 8. Explains the meaning of the highlighted phrasal verbs on page 9.	Reads the text and matches quotes with comments. Completes phrasal verb exercises on p. 9 of the Student's Book.	
3- Elaboration	Asks students to write a short paragraph, similar to the ones in the text, challenging a common stereotype about adults.	(Advanced): Writes a paragraph challenging a stereotype about adults. **(Support):** Works in a group to answer the comprehension questions in Ex. 3 on page 9.	
4- Closure	Manages the group discussion activity in Student's Book, p. 9, Ex. 7, about stereotypical views of adults.	In groups, discusses other stereotypes about adults and whether they are true.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 1: The things we do

Lesson Title: Lesson 5A: Speaking

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to use a range of expressions to talk about likes and dislikes (love, enjoy, can't stand, etc.). 2_ Students will be able to understand a conversation about choosing a present based on someone's interests. 3_ Students will be able to role-play a situation where they decide on a present for a friend.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks a general question to the class: "What is the best present you have ever received? Why was it a good present?"	Shares an experience about a good present they received.	
2- Explanation	Introduces the phrases for talking about likes and dislikes from the Speaking box on page 10. Plays the audio for the conversation between Fatima and her mum.	Listens to the conversation and identifies phrases for likes and dislikes. Completes exercises with the correct verb forms (+ -ing).	
3- Elaboration	Challenges students to discuss and agree on a suitable graduation present for their teacher, considering the teacher's likes and dislikes.	(Advanced): Prepares and performs a short role-play about choosing a present for a teacher. ** (Support):** Focuses on completing the gap-fill sentences in Ex. 3 with the correct verb forms.	
4- Closing	Manages the pair-work role-play activity where students decide on a graduation present for a friend (Ex. 4).	In pairs, discusses a friend's interests and decides on a suitable present for their graduation.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 1: The things we do

Lesson Title: Lesson 6A: Listening and Vocabulary

Number of Classes (7)

Previous

Learning: grade

<p>The Main Outcomes: 1_ Students will be able to understand a simple personal podcast. 2_ Students will be able to identify specific information from a listening text. 3_ Students will be able to use verbs and their dependent prepositions correctly (e.g., dream about, agree with).</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to discuss the activities in Student's Book, p. 11, Ex. 1, and say which they like or can't stand.	Discusses the activities with a partner, expressing their likes and dislikes.	
2- Explanation	Plays the audio for Alia's podcast on page 11. Guides students to listen for specific information. Introduces verbs with prepositions from Ex. 6.	Listens to the podcast and answers comprehension questions. Completes Ex. 6 on verbs and prepositions. Completes exercises in the Activity Book, p. 8.	
3- Elaboration	Asks students to write about a "guilty pleasure" activity they enjoy, similar to the podcast's theme, using the target vocabulary.	(Advanced): Writes a short paragraph about a personal "guilty pleasure". (Support):** Works in pairs to complete the sentences in Ex. 6 on page 11.	
4- Closure	Manages the group discussion in Student's Book, p. 11, Ex. 8, about sharing personal likes and dislikes.	In groups, discusses whether they tell people about all the things they like to do.	

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Lesson Plan

Subject: 8 grade

Unit Title:Unit 1: The things we do

Lesson Title:Lesson 7A: Writing

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to understand the structure and components of a personal profile. 2_ Students will be able to use linking words (and, but, so, because) to connect ideas. 3_ Students will be able to write a three-paragraph personal profile about themselves.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to read Dana's profile on page 12 of the Student's Book and match the paragraphs to the photos.	Reads the profile and completes the matching exercises.	
2- Explanation	Explains the structure of a personal profile using the Writing box on page 12 and the use of linking words from page 13.	Analyzes the model text. Completes Ex. 5 on p. 13 of the Student's Book to practice linking words. Completes revision exercises in the Activity Book (p. 10-11).	
3- Elaboration	Encourages students to add more details and more complex sentences to their personal profiles, for example, giving reasons for their likes and dislikes.	(Advanced): Writes a more detailed profile with an extra paragraph about future ambitions. *(Support):* Completes Nadia's profile (Ex. 6, p. 13) as a guided writing practice.	
4- Closing	Assigns the Writing Task on page 13 of the Student's Book: Write your personal profile.	Plans and writes a personal profile following the structure and guidelines provided in the Writing box.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 2: No place like home

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to identify vocabulary for rooms and parts of a house. 2_ Students will be able to use There is/There are with some and any to describe a house. 3_ Students will be able to ask and answer questions about the existence of things in a house.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Directs students to the text "Hobby Houses" on page 14 of the Student's Book and asks them to describe the pictures before reading.	Looks at the pictures on page 14 of the Student's Book and describes what they can see.	
2- Explanation	Introduces vocabulary for rooms and parts of a house from Student's Book, p. 15, Ex. 1. Explains the use of There is/are with some/any using the grammar box on p. 15.	Completes the vocabulary map on page 15 of the Student's Book. Completes exercises in the Activity Book (p. 12-13) to practice the new grammar and vocabulary.	
3- Elaboration	Challenges students to design their own "hobby house" and write a short description of it using There is/are.	(Advanced): Draws and writes a description of their own dream "hobby house". ** (Support):** Works in a pair to complete the text in Ex. 4, p. 15 of the Student's Book.	
4- Closure	Manages the pair-work speaking activity on page 15 of the Student's Book, where students describe their dream house.	In pairs, describes their dream house to a partner using the target language.	

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Lesson Plan

Subject: 8 grade

Unit Title:Unit 2: No place like home

Lesson Title:Lesson 2A: Vocabulary

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to identify vocabulary for furniture items. 2_ Students will be able to use prepositions of place (in, on, under, next to, etc.) to describe the location of objects. 3_ Students will be able to describe a room in detail, mentioning furniture and location.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to brainstorm furniture items they have in their bedrooms.	Shares names of furniture items they know.	
2- Explanation	Introduces furniture vocabulary from the vocabulary map on page 16 of the Student's Book. Introduces prepositions of place using the pictures in Ex. 2.	Completes the vocabulary map with furniture items. Completes exercises in the Activity Book (p. 14) to practice the new vocabulary and prepositions.	
3- Elaboration	Asks students to look at the classroom and make five true sentences using different prepositions of place.	(Advanced): Writes a detailed paragraph describing the classroom layout. ** (Support):** Works with a partner to complete the description of the living room in Ex. 3, p. 16 of the Student's Book.	
4- Closing	Assigns the writing task from the Activity Book, p. 14, Ex. 4: "Write about a room in your house".	Writes a short paragraph describing a room in their house, focusing on the furniture and its location.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 2: No place like home

Lesson Title: Lesson 3A: Grammar and Vocabulary

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to identify vocabulary for household chores. 2_ Students will be able to use can/can't to talk about ability to do chores. 3_ Students will be able to ask and answer questions about their abilities.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Directs students to the article "Is your home suitable for me?" on page 17 of the Student's Book and discusses the main idea.	Reads the article and discusses the challenges people with disabilities might face at home.	
2- Explanation	Introduces vocabulary for household chores from Student's Book, p. 17, Ex. 2. Explains the use of can/can't for ability using the grammar box on p. 17.	Listens to the audio and completes the sentences with the correct chores. Completes exercises in the Activity Book (p. 15) to practice can/can't.	
3- Elaboration	Challenges students to create a "chore rota" for a family, assigning chores to different family members based on what they can do well.	(Advanced): Creates and presents a weekly chore chart for their family. (Support):** Focuses on completing the table in Ex. 1, p. 15 of the Activity Book with teacher assistance.	
4- Closure	Manages the pair-work speaking activity in Student's Book, p. 17, Ex. 5, where students ask each other what chores they can do.	In pairs, asks and answers questions about which household chores they can or can't do.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 2: No place like home

Lesson Title: Lesson 4A: Reading and Vocabulary

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to predict the content of a text from its title and photos. 2_ Students will be able to identify adjectives and their opposites (e.g., traditional/modern, empty/full). 3_ Students will be able to use collocations with do and make correctly.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students "What makes your house a home?" to lead into the reading topic.	Discusses what makes a house feel like a home.	
2- Explanation	Guides students through the Active Reading skill of "Predicting" on page 18 of the Student's Book. Guides them to read the text on page 19 and find opposites for the highlighted adjectives.	Reads the text and answers comprehension questions. Completes the table of adjectives and their opposites on page 18 of the Student's Book.	
3- Elaboration	Asks students to write a short text message to a friend describing their house, using at least four pairs of opposite adjectives.	(Advanced): Writes a creative description of their "dream home vs nightmare home" using opposite adjectives. ** (Support):** Works in pairs to complete the gap-fill text in Ex. 5, p. 18 of the Student's Book.	
4- Conclusion	Manages the reflection activity on page 18 of the Student's Book about what makes a good neighbour.	Discusses the qualities of a good neighbour with a partner.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 2: No place like home

Lesson Title: Lesson 5A: Listening and Vocabulary

Number of Classes (7)

Previous

Learning: grade

<p>The Main Outcomes: 1_ Students will be able to identify specific information in an interview. and make correctly. 2_ Students will be able to use collocations with do 3_ Students will be able to discuss qualities of a good roommate.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to discuss the qualities of a good roommate using the list in Student's Book, p. 20, Ex. 2.	Ranks the qualities of a good roommate and discusses their choices with a partner.	
2- Explanation	Plays the audio interview on page 20 of the Student's Book. Guides students through collocations with do and make (Ex. 4).	Listens to the interview and answers the multiple-choice questions. Completes Ex. 4 with the correct form of do or make. Completes Activity Book p. 16.	
3- Elaboration	Asks students to create their own roommate questionnaire with five original questions.	(Advanced): Creates and administers a roommate questionnaire to their classmates. *(Support):** Works in a group to brainstorm answers to the questionnaire in Ex. 5 on page 20.	
4- Closure	Manages the speaking activity where students use their questionnaires to find the best roommate in their group (Ex. 6).	Asks and answers the questionnaire questions in a small group to find their most compatible roommate.	

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Subject: 8 grade

Unit Title: Unit 2: No place like home

Lesson Title: Lesson 6A: Speaking

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to identify and use key phrases for asking for information. 2_ Students will be able to understand a conversation about renting a flat. 3_ Students will be able to perform a role-play asking for information about a house.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to look at the advert on page 21 of the Student's Book and discuss if it would be suitable for a holiday.	Analyzes the advert and discusses its suitability with a partner.	
2- Explanation	Introduces the phrases from the Speaking box on page 21 for "Asking for information". Plays the audio of the conversation.	Listens to the conversation and answers the questions in the Speaking box. Practices the key phrases.	
3- Elaboration	Challenges students to extend the role-play by asking more detailed questions not listed in the prompts (e.g., about Wi-Fi, parking, local amenities).	(Advanced): Extends the role-play with more detailed, unscripted questions. (Support):** Works in pairs to practice the fixed questions from the Speaking box before moving to the role-play.	
4- Closing	Manages the role-play activity in Student's Book, p. 21, Ex. 3, where students ask for information about a flat for rent.	In pairs, performs a role-play where one is a potential renter and the other is the owner.	

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Subject: 8 grade

Unit Title: Unit 2: No place like home

Lesson Title: Lesson 7A: Writing

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to understand the structure of a descriptive text (opening, description, conclusion). 2_ Students will be able to use prepositions of place and adjectives to describe a room. 3_ Students will be able to write a structured description of their own bedroom.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Directs students to the picture and online post by Ghada on page 22 of the Student's Book and asks if the post reflects her personality.	Analyzes the picture and text to determine how the room reflects the owner's personality.	
2- Explanation	Explains the structure of a descriptive text using the Writing box on page 23. Assigns Activity Book p. 18-19 for revision.	Analyzes the model text by Ghada and identifies its structural components. Completes Saeed's post (Ex. 3) as guided practice.	
3- Elaboration	Challenges students to describe a room in their house from the perspective of a pet (e.g., a cat's description of the living room).	(Advanced): Writes a creative description from a pet's point of view. ** (Support):** Uses the prompts in the Writing box on page 23 as a step-by-step guide to write their description.	
4- Closing	Assigns the Writing Task on page 23 of the Student's Book: Write a description of your bedroom.	Plans and writes a description of their own bedroom, following the structure and using descriptive language.	

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Lesson Plan

Subject: 8 grade

Unit Title:Unit 2: No place like home

Lesson Title:Life Skills: How to avoid time wasters

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_Students will be able to identify common study-related time wasters. 2_ Students will be able to understand and evaluate advice on how to study more effectively. 3_ Students will be able to create a personal plan to avoid time wasters and find more time for studying.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to discuss their own study habits using the questions in Student's Book, p. 24, Ex. 1.	Discusses their study habits with a partner.	
2- Explanation	Guides students through the website article on page 24 of the Student's Book, discussing the problems and advice for Fadi, Laila, and Ziad.	Reads the article and identifies the main problem each person has. Completes exercises in the Activity Book (p. 17).	
3- Elaboration	Asks students to rank the tips in the Life Skills box on page 25 according to how useful they are.	Orders the tips from most to least useful and discusses their ranking with a partner.	
4- Closure	Assigns the "Life Skills Project" on page 25 of the Student's Book, asking students to create a personal plan to avoid time wasters.	Creates a personal revision timetable, identifying and planning how to avoid their own time wasters.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 3: Eat in - eat out

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to differentiate between countable and uncountable nouns for food items. 2_ Students will be able to use a/an, some, any, and no correctly with food vocabulary. 3_ Students will be able to ask and answer questions using How much and How many.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Directs students to the food pictures on page 26 of the Student's Book and asks them to tick the items they can see.	Ticks the food items they recognize and discusses their own diet compared to the ones in the text.	
2- Explanation	Introduces the concept of countable/uncountable nouns (p. 27). Explains the usage of some/any/no with the grammar box on p. 27.	Categorizes food as countable or uncountable. Completes dialogues and questions using some/any and How much/many. Completes Activity Book exercises on p. 20-21.	
3- Elaboration	Challenges students to write a short dialogue for a restaurant scene where one person asks about the ingredients in a dish, using countable/uncountable vocabulary.	(Advanced): Writes a restaurant dialogue about ingredients. ** (Support):** Focuses on completing the dialogue in Ex. 4, p. 27 of the Student's Book with teacher guidance.	
4- Closing	Manages the speaking activity on p. 27 of the Student's Book (Ex. 6), where students discuss what they eat for different meals.	Discusses their typical meals with a partner, using the target vocabulary and grammar.	

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 3: Eat in - eat out

Lesson Title: Lesson 2A: Vocabulary

Number of Classes (7)

Previous Learning: grade

<p>The Main Outcomes: 1_ Students will be able to identify vocabulary for food containers (box, can, jar, etc.). 2_ Students will be able to say and write prices in Jordanian Dinars (JOD). 3_ Students will be able to create and discuss a shopping list.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to look at the pictures of containers on page 28 of the Student's Book and name any they know.	Tries to name the food containers in the pictures.	
2- Explanation	Introduces vocabulary for containers (Ex. 1) and explains how to say prices (Ex. 4) on page 28 of the Student's Book.	Completes the labeling exercise for containers. Practices saying prices. Completes exercises in the Activity Book on p. 22.	
3- Elaboration	Asks students to create a shopping list for a specific recipe (e.g., a simple cake), including containers and estimated prices.	(Advanced): Creates a shopping list for a recipe. ** (Support):** Works in pairs to complete the shopping list in the Activity Book, p. 22, Ex. 2.	
4- Closure	Manages the role-play activity in Student's Book, p. 28, Ex. 6, where students act out a shopping scenario.	In pairs, role-plays a shopping scene, asking about items and their prices.	

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Subject: 8 grade

Unit Title: Unit 3: Eat in - eat out

Lesson Title: Lesson 3A: Speaking

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to identify and use key phrases for ordering food in a restaurant. 2_ Students will be able to understand a conversation between a customer and a waiter. 3_ Students will be able to perform a role-play of ordering food in a restaurant.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students about their experiences in restaurants and what phrases they use.	Shares experiences and phrases they know for ordering food.	
2- Explanation	Introduces the phrases from the Speaking box on page 29 of the Student's Book. Plays the audio for the conversation and has students check their understanding (Ex. 2).	Listens to the conversation and answers the T/F questions. Completes the dialogue in Ex. 4 using the phrases from the Speaking box.	
3- Elaboration	Challenges students to extend the role-play by adding a problem (e.g., the food is cold, it's not what they ordered) and resolving it politely.	(Advanced): Extends the role-play to include and resolve a problem. **(Support):** Practices the core dialogue in Ex. 4 in pairs before moving to a freer role-play.	
4- Closure	Manages the role-play activity in Student's Book, p. 29, Ex. 7, using the provided menu prompts.	In pairs, performs a role-play where one is the customer and the other is the waiter in a restaurant.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 3: Eat in - eat out

Lesson Title:Lesson 4A: Grammar

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_Students will be able to differentiate between quantifiers used for countable and uncountable nouns. 2_ Students will be able to use quantifiers like a lot of, too many, too much, a few, a little. 3_ Students will be able to discuss food waste using the correct quantifiers.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss which types of food people waste the most, using the prompts in Student's Book, p. 30, Ex. 1.	Discusses food waste with a partner.	
2- Explanation	Explains the use of different quantifiers using the grammar box on p. 30 of the Student's Book. Guides students through the poster completion in Ex. 4.	Completes exercises in the Student's Book and Activity Book (p. 23) to practice using the correct quantifiers.	
3- Elaboration	Asks students to write a short "Top 5 Tips" list for reducing food waste at home, using quantifiers in their tips.	(Advanced): Creates a "Top 5 Tips" list for reducing food waste. **(Support):** Focuses on completing the dialogue in the Activity Book, p. 23, Ex. 2 with teacher support.	
4- Closing	Manages the reflection activity on page 30 of the Student's Book about personal food waste and leftovers.	Discusses their own food waste habits and what they do with leftovers with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 3: Eat in - eat out

Lesson Title: Lesson 5A: Listening and Vocabulary

Number of Classes (7)

Previous

Learning: grade

The Main Outcomes: 1_ Students will be able to understand the main idea of a radio interview. 2_ Students will be able to identify vocabulary for jobs related to food and kitchen items. 3_ Students will be able to talk about food using the new vocabulary.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Directs students to the list of food-related jobs in Student's Book, p. 31, Ex. 1 and asks them to define each job.	Matches the job titles with their definitions.	
2- Explanation	Introduces vocabulary for kitchen items (bowl, cup, fork, etc.) from p. 31, Ex. 5. Plays the audio interview and guides students through the comprehension exercises.	Listens to the interview and identifies the speaker's job. Completes vocabulary and pronunciation exercises in the Activity Book (p. 24).	
3- Elaboration	Asks students to describe the process of preparing a simple dish (e.g., a cup of tea, a bowl of cereal) using the kitchen item vocabulary.	(Advanced): Describes the steps to prepare a simple dish. ** (Support):** Works in pairs to match the kitchen items to the pictures in Ex. 5 on page 31.	
4- Closure	Manages the speaking activity in Student's Book, p. 31, Ex. 6, where students ask and answer questions using the new vocabulary.	Asks and answers questions with a partner using the kitchen item vocabulary.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
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Day/Date							

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade **Unit Title:**Unit 3: Eat in - eat out **Lesson Title:**Lesson 6A: Reading and Vocabulary **Number of Classes (7)** **Previous Learning:** grade

The Main Outcomes: 1_ Students will be able to identify specific information in an article. 2_ Students will be able to understand and use phrasal verbs related to food and restaurants. 3_ Students will be able to reflect on the value of ethical restaurants.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to look at the restaurant photos on page 32 of the Student's Book and choose which one they prefer and why.	Discusses the restaurant photos with a partner.	
2- Explanation	Guides students to read the article about "Ethical restaurants" on p. 33 of the Student's Book. Explains the meaning of the highlighted phrasal verbs.	Reads the article and answers the comprehension questions. Completes exercises on phrasal verbs on page 32.	
3- Elaboration	Asks students to design a concept for their own ethical restaurant, explaining who it helps and what kind of food it serves.	(Advanced): Designs and presents a concept for an ethical restaurant. *(Support):** Works in a group to answer the comprehension questions in Ex. 4 on page 32.	
4- Closure	Manages the reflection activity on page 33, discussing the "Get It" app and its value.	Discusses the ethical restaurant app and its potential benefits with a partner.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 3: Eat in - eat out

Lesson Title:Lesson 7A: Writing

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_Students will be able to understand the structure and key components of a restaurant review. 2_ Students will be able to correctly use capital letters for names, places, days, etc. 3_ Students will be able to write a structured review of a restaurant.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to discuss their favourite restaurant and why they like it.	Shares information about their favourite restaurant with a partner.	
2- Explanation	Explains the structure of a restaurant review using the Writing box on page 34 of the Student's Book. Reviews the rules for capital letters (Ex. 3).	Reads the two model reviews and analyzes their structure. Completes exercises in the Activity Book (p. 25-27) for revision.	
3- Elaboration	Challenges students to write a negative (but fair) review of a fictional restaurant, explaining what was wrong with the food, service, or atmosphere.	(Advanced): Writes a balanced or negative restaurant review. ** (Support):** Completes the capitalization exercise (Ex. 4) on page 34 as guided practice.	
4- Closing	Assigns the Writing Task on page 34 of the Student's Book: Write a restaurant review.	Plans and writes a review of a real or imaginary restaurant, following the structure and guidelines.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
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Lesson Plan

Subject: 8 grade

Unit Title: Unit 4: School life

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes (7)

Previous Learning:

grade

The Main Outcomes: 1_ Students will be able to identify vocabulary for places in a school. 2_ Students will be able to use the Present Continuous to talk about actions happening now. 3_ Students will be able to use the Present Continuous to talk about temporary situations.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to name the places in a school listed in Student's Book, p. 36, Ex. 1.	Identifies the school places and says which ones they go to each day.	
2- Explanation	Introduces the Present Continuous for actions happening now and for temporary situations using the grammar boxes on p. 37.	Reads the conversation on p. 36 and answers questions. Completes exercises in the Activity Book (p. 28-29) to practice the Present Continuous.	
3- Elaboration	Asks students to write a short paragraph describing what is happening in the classroom right now, using the Present Continuous.	(Advanced): Writes a descriptive paragraph about the classroom scene. ** (Support):** Works in pairs to complete the sentences in Ex. 5 on p. 37 of the Student's Book.	
4- Closure	Manages the speaking activity on p. 37 (Ex. 8), where students ask and answer questions about temporary situations.	In pairs, asks and answers questions about what they are reading or what new activities they are doing this term.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
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Day/Date								

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 4: School life

Lesson Title: Lesson 2A: Vocabulary

Number of Classes (7)

Previous Learning: grade

<p>The Main Outcomes: 1_ Students will be able to identify vocabulary for school subjects. 2_ Students will be able to identify vocabulary for common classroom objects. 3_ Students will be able to recognize and produce correct syllable stress in multi-syllable words.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to name their favourite and least favourite school subjects and give reasons.	Discusses their subject preferences with a partner.	
2- Explanation	Introduces vocabulary for school subjects (p. 38, Ex. 1) and classroom objects (p. 38, Ex. 3). Conducts the pronunciation activity on syllable stress.	Completes the matching exercises for subjects and objects. Practices syllable stress. Completes exercises in the Activity Book (p. 30).	
3- Elaboration	Challenges students to create a riddle for a school subject or classroom object for their classmates to guess.	(Advanced): Writes and presents a riddle to the class. ** (Support):** Works with a partner to label the classroom objects in the picture on page 38.	
4- Closure	Manages the speaking activity on p. 38 (Ex. 6), where students describe a subject for their partner to guess.	In pairs, describes a school subject for their partner to guess.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
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Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 4: School life

Lesson Title:Lesson 3A: Grammar

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_Students will be able to differentiate between regular actions (Present Simple) and actions happening now (Present Continuous).
 2_ Students will be able to choose the correct tense based on time expressions (e.g., usually vs. at the moment). 3_ Students will be able to use both tenses correctly in a single text.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Presents the "No Pens Day Wednesday" concept from page 39 of the Student's Book and asks students if they think it's a good idea.	Discusses the idea of a "no pens day" and its potential benefits.	
2- Explanation	Explains the different uses of Present Simple (routines, facts) and Present Continuous (now, temporary) using the grammar box on p. 39.	Analyzes sentences from the text to identify the tense and its reason. Completes exercises in the Activity Book (p. 31).	
3- Elaboration	Asks students to write two sentences about one of their teachers: one describing what the teacher usually does, and one describing what the teacher is doing right now.	(Advanced): Writes a short paragraph comparing a typical day to what is happening today. ** (Support):** Focuses on the multiple-choice exercise (Ex. 3) on page 39 with teacher guidance.	
4- Closing	Manages the speaking activity on p. 39 (Ex. 5), where students ask and answer questions using both tenses.	In pairs, asks and answers questions about their usual activities vs. what they are learning/doing at the moment.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
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Lesson Plan

Subject: 8 grade

Unit Title: Unit 4: School life

Lesson Title: Lesson 4A: Reading and Vocabulary

Number of Classes (7)

Previous Learning:

grade

The Main Outcomes: 1_ Students will be able to find specific information in an article. 2_ Students will be able to use collocations related to education (e.g., pass an exam, get good grades). 3_ Students will be able to reflect on and discuss different types of schooling.			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to rank the most important factors when choosing a school from the list on p. 40 of the Student's Book.	Ranks the factors and discusses their choices with a partner.	
2- Explanation	Guides students to use the "Finding specific information" skill from the Active Reading box on p. 40. Introduces education collocations from p. 40, Ex. 4.	Reads the article about "The Lab" school on page 41 and completes the profile. Completes exercises on education collocations.	
3- Elaboration	Asks students to write a short profile for their own school, similar to the one in Ex. 2 on page 40.	(Advanced): Writes a profile for their school. **(Support):** Works in pairs to answer the comprehension questions in Ex. 3 on page 40.	
4- Conclusion	Manages the reflection activity on p. 41 (Ex. 6), discussing practical subjects and their ideal school.	Discusses whether practical subjects are useful and if they would like to study at a school like "The Lab".	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade Unit Title:Unit 4: School life Lesson Title:Lesson 5A: Listening and Vocabulary Number of Classes (7) Previous Learning: grade

The Main Outcomes: 1_ Students will be able to identify key details in a podcast. 2_ Students will be able to use vocabulary related to commuting. 3_ Students will be able to discuss and compare different journeys to school.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students about their daily journey to school and how long it takes.	Discusses their journey to school with a partner.	
2- Explanation	Plays the podcast about unusual journeys to school (p. 42). Guides students to listen for specific information and new vocabulary.	Listens to the podcast and answers comprehension questions. Completes the vocabulary exercise in Ex. 5. Completes Activity Book p. 32.	
3- Elaboration	Asks students to research another unusual commute to school from anywhere in the world and present their findings to the class.	(Advanced): Researches and presents an unusual school commute. *(Support):** Works in a group to number the photos in the correct order as they hear them in the podcast.	
4- Closure	Manages a class discussion comparing the different commutes and which one they think is the most difficult or interesting.	Compares the different journeys described in the podcast and expresses their opinion.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

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School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 4: School life

Lesson Title:Lesson 6A: Speaking

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to identify and use key phrases for asking for, giving, and refusing permission. 2_ Students will be able to understand a conversation about borrowing items in a library. 3_ Students will be able to perform a role-play asking for and responding to requests for permission.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students what they typically do in the school library.	Discusses their activities in the library.	
2- Explanation	Introduces phrases from the Speaking box on p. 43. Plays the audio of Muna and Nada's conversation.	Listens to the conversation and completes the dialogue. Practices the key phrases for permission.	
3- Elaboration	Adds a complication to the role-play: Student A asks for three things, and Student B must agree to one, refuse one, and agree to another with a condition (e.g., "Yes, but I need it back in 10 minutes").	(Advanced): Engages in a more complex role-play with conditions. (Support):** Practices the dialogue in Ex. 3 in pairs before moving to the freer role-play.	
4- Closing	Manages the role-play activity in Student's Book, p. 43, Ex. 6, where students ask for permission from a parent.	In pairs, role-plays a situation asking a parent for permission for various activities.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title: Unit 4: School life

Lesson Title: Lesson 7A: Writing

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_ Students will be able to understand the structure of an internet forum post. 2_ Students will be able to use pronouns to avoid repetition. 3_ Students will be able to write a post describing a typical day at their school.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students what a "typical day" at their school is like.	Brainstorms key events in a typical school day.	
2- Explanation	Explains the structure of a forum post using the Writing box on page 44. Explains the use of pronouns to avoid repetition using the "Watch Out!" box on page 45.	Reads Mariam's post and identifies the topics she mentions. Completes the pronoun exercise (Ex. 4). Completes revision exercises in the Activity Book (p. 34-35).	
3- Elaboration	Challenges students to write a forum post from the perspective of an exchange student describing their first day at the school.	(Advanced): Writes a forum post from the perspective of an exchange student. *(Support):** Uses the prompts in the Writing box on page 44 as a checklist to structure their post.	
4- Closing	Assigns the Writing Task on page 45 of the Student's Book: Write about your school for an internet forum.	Plans and writes a forum post about their school, following the structure and using pronouns effectively.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

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School Development Consultant:

Lesson Plan

Subject: 8 grade
 Unit Title:Unit 4: School life
 Lesson Title:Life Skills: How to manage exam stress
 Number of Classes (7)
 Previous Learning: grade

The Main Outcomes: 1_ Students will be able to identify causes of exam stress.
 2_ Students will be able to understand and evaluate tips for managing stress.
 3_ Students will be able to create a personal revision timetable to manage their study time effectively.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to rank stressful situations from the list on p. 47 of the Student's Book.	Ranks the situations and discusses their choices with a partner.	
2- Explanation	Guides students through the article "Taking stress out of exams" on page 46. Discusses each of the six tips.	Reads the article and matches the headings to the paragraphs. Completes the Life Skills box with the correct advice words.	
3- Elaboration	Asks students to work in groups to create a "Top 5 Tips" poster for managing stress to display in the classroom.	(Advanced): Designs a creative poster with their top tips for managing stress. ** (Support):** Works with a partner to complete the gap-fill summary in the Life Skills box on page 47.	
4- Closure	Assigns the "Life Skills Project" on page 47 of the Student's Book, asking students to create their own revision timetable.	Creates a personal revision timetable for an upcoming test, incorporating breaks, exercise, and sleep.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
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Day/Date								

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 5: Appearances

Lesson Title: Lesson 1A: Vocabulary and Grammar

Number of Classes (7)

Previous Learning:

grade

The Main Outcomes: 1_ Students will be able to use the Past Simple of to be and can. 2_ Students will be able to use the affirmative Past Simple of regular and irregular verbs. 3_ Students will be able to use personality adjectives (brave, confident, funny, etc.).

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to talk about their heroes when they were children.	Discusses their childhood heroes with a partner.	
2- Explanation	Introduces Past Simple of be and can (p. 48) and affirmative of other verbs (p. 49). Introduces personality adjectives from p. 49, Ex. 8.	Reads the texts on page 48 and identifies the target grammar. Completes exercises in the Activity Book (p. 36-37).	
3- Elaboration	Asks students to write a short paragraph about their own childhood hero, using the Past Simple and personality adjectives.	(Advanced): Writes a paragraph about a childhood hero. ** (Support):** Focuses on completing the text in Ex. 3, p. 49 of the Student's Book, choosing the correct form of was/were/could.	
4- Closure	Manages the speaking activity on p. 49 (Ex. 9), where students describe people they know using personality adjectives.	In groups, describes people they know using the new adjectives.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

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School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 5: Appearances

Lesson Title:Lesson 2A: Vocabulary

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_Students will be able to use vocabulary to describe a person's appearance (height, build, hair, etc.). 2_ Students will be able to identify a wide range of vocabulary for clothes. 3_ Students will be able to use the correct adjective order when describing people.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to describe a famous person's appearance without saying their name for others to guess.	Plays a guessing game, describing a famous person's appearance.	
2- Explanation	Introduces vocabulary for appearance and clothes using the pictures and exercises on p. 50 of the Student's Book. Explains adjective order using the "Watch Out!" box.	Completes the vocabulary map and practices adjective order. Completes exercises in the Activity Book (p. 38).	
3- Elaboration	Challenges students to write a detailed "missing person" description for a fictional character.	(Advanced): Writes a detailed "missing person" description. ** (Support):** Works in pairs to describe the people in the pictures on page 50.	
4- Closing	Manages the reflection activity on p. 50 (Ex. 5) about being positive when describing people.	Discusses the importance of being positive when talking about people's appearance.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 5: Appearances

Lesson Title: Lesson 3A: Speaking

Number of Classes (7)

Previous Learning: grade

<p>The Main Outcomes: 1_ Students will be able to identify key phrases for shopping for clothes. 2_ Students will be able to understand a conversation between a customer and a sales assistant. 3_ Students will be able to perform a role-play of shopping for clothes.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students about their clothes shopping habits (where they go, what they like to buy).	Discusses their shopping habits with a partner.	
2- Explanation	Introduces phrases from the Speaking box on page 51. Plays the audio of the shopping conversation.	Listens to the conversation and answers questions. Completes the dialogue in Ex. 2 using the key phrases.	
3- Elaboration	Adds a complication to the role-play, such as the credit card not working or wanting to return an item.	(Advanced): Extends the role-play to include a problem like returning an item. ** (Support): Practices the conversation in Ex. 3 in a small group before the main role-play.	
4- Closure	Manages the role-play activity in Student's Book, p. 51, Ex. 5, where students act out a shopping scenario.	In pairs, role-plays a shopping trip, asking for sizes, trying on clothes, and making a purchase.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

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School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 5: Appearances

Lesson Title:Lesson 4A: Grammar

Number of Classes (7)

Previous Learning: grade

The Main Outcomes: 1_Students will be able to form negative sentences in the Past Simple (using didn't). 2_ Students will be able to form Yes/No and Wh- questions in the Past Simple (using did). 3_ Students will be able to ask and answer questions about past events.

The Stages	Teacher Action*	Learner Action*	Time
1- Engage ment	Asks students to compare photos of people from the past with today to spark discussion.	Discusses how fashion and appearance have changed over time.	
2- Explanation	Explains the formation of negative sentences and questions in the Past Simple using the grammar box on p. 52.	Reads the conversation on p. 52 and analyzes the grammar. Completes exercises in the Activity Book (p. 39).	
3- Elaboration	Asks students to write 5 "Find someone who..." questions about last weekend (e.g., "Find someone who watched a film.>").	(Advanced): Writes and conducts a "Find someone who..." survey with classmates. *(Support):** Focuses on making the sentences in Ex. 5 (p. 52) negative with teacher guidance.	
4- Closure	Manages the speaking activity on p. 52 (Ex. 6), where students turn affirmative sentences into questions and ask a partner.	In pairs, creates questions from the prompts and asks/answers them about past events.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

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Lesson Plan

Subject: 8 grade

Unit Title: Unit 5: Appearances

Lesson Title: Lesson 5A: Listening and Vocabulary

Number of Classes (7)

Previous Learning:

grade

The Main Outcomes: 1_ Students will be able to identify specific information in an interview about sustainable fashion. 2_ Students will be able to understand concepts related to recycling and repairing clothes. 3_ Students will be able to reflect on their own shopping habits.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students how buying new clothes can harm the environment.	Brainstorms ideas about the environmental impact of fashion.	
2- Explanation	Guides students through the listening on p. 53. Assigns Activity Book p. 40 for practice.	Listens to the interview and answers questions. Completes exercises on related vocabulary in the Activity Book.	
3- Elaboration	Asks students to prepare a short presentation on "fast fashion" and its alternatives.	(Advanced): Researches and prepares a short presentation on fast fashion. **(Support):** Works in a group to answer the listening comprehension questions on page 53.	
4- Closure	Manages the reflection activity on p. 53 (Ex. 6), discussing sustainable shopping habits.	Discusses their own shopping habits and how they could be more environmentally friendly.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
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Day/Date								

Teacher's Name and Signature:

Supervisor's Signature:

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Lesson Plan

Subject: 8 grade

Unit Title:Unit 5: Appearances

Lesson Title:Lesson 6A: Reading and Vocabulary

Number of Classes (7)

Previous Learning:

grade

The Main Outcomes: 1_ Students will be able to understand the structure of a text about genetics and appearance. 2_ Students will be able to use vocabulary related to similarity and difference. 3_ Students will be able to talk about family lookalikes.

The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students to describe the people in the photos on page 55 and guess their relationship.	Describes the people in the photos and discusses whether they are twins or siblings.	
2- Explanation	Guides students to read the text "Family Lookalikes" on p. 55. Explains vocabulary of similarity/difference from p. 54, Ex. 5.	Reads the text and answers comprehension questions. Completes the vocabulary exercise on similarity and difference.	
3- Elaboration	Asks students to bring photos of their family and describe the similarities and differences between family members.	(Advanced): Writes a paragraph describing family resemblances. ** (Support):** Works in pairs to complete the vocabulary sentences in Ex. 5 on page 54.	
4- Closure	Manages the speaking activity on p. 54 (Ex. 7), where students share sentences about their family resemblances.	In pairs, shares sentences they wrote about their own family resemblances.	

*Self-Reflection on Learning and Teaching:

Class/Section	8							
Number of absent students /Total number								
The class order in the timetable								
Day/Date								

Teacher's Name and Signature:

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Principal's Signature:

School Development Consultant:

Lesson Plan

Subject: 8 grade

Unit Title:Unit 5: Appearances

Lesson Title:Lesson 7A: Writing

Number of Classes (7)

Previous Learning: grade

<p>The Main Outcomes: 1_Students will be able to understand the structure and conventions of an informal email. 2_ Students will be able to describe a person's appearance, personality, and interests in writing. 3_ Students will be able to write a structured informal email to a friend about a new person they met.</p>			
The Stages	Teacher Action*	Learner Action*	Time
1- Engagement	Asks students how they keep in touch with friends who live far away.	Discusses different ways of communicating with friends (texting, email, social media).	
2- Explanation	Explains the structure of an informal email using the Writing box on page 57. Assigns Activity Book p. 42-43 for revision.	Reads and analyzes the model email from Imad on page 56. Puts Amani's email in the correct order (Ex. 3).	
3- Elaboration	Challenges students to reply to the email they will write, pretending to be the recipient.	(Advanced): Writes both the original email and a reply. *(Support):** Uses the prompts in the Writing box on page 57 as a step-by-step guide to structure their email.	
4- Closing	Assigns the Writing Task on page 57 of the Student's Book: Write an email about a new friend.	Plans and writes an informal email to a friend, describing a new person they met.	

*Self-Reflection on Learning and Teaching:

Class/Section	8						
Number of absent students /Total number							
The class order in the timetable							
Day/Date							

Teacher's Name and Signature:

Supervisor's Signature:

Principal's Signature:

School Development Consultant: