

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

**Unit title: 1- Identity**

**Lesson Title: LESSON 1A VOCABULARY AND SPEAKING (SB.Ps .4-5)**

**Previous Learning:** General English language ability and prior knowledge of personal descriptions.

The Main Outcomes:	-Use a range of compound adjectives to talk about personality.      -Understand the main points of a talk about specific topics . -Identify specific details in a text and use verbs connected with understanding .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up - Activate prior knowledge by asking them to consider and note down adjectives to describe their personality. -Elicit some examples from the class after students have compared their notes in pairs -Instruct students to look at the photos in Exercise 1 and listen to the audio. - Check if any of the adjectives the speakers used were mentioned by the students.	-Students individually brainstorm adjectives to describe their own personality. - Work in pairs to compare and justify their choices, before sharing examples with the class.	
<b>2- Explanation</b>	-Direct students to choose the adjectives from the box that best describe each speaker in Exercise 2. -Check answers with the class, encouraging them to give reasons for their choices. - Introduce the Active Vocabulary box, explaining compound adjectives for Exercise 3. - Ask students to match the words in Box A and Box B to form compound adjectives.	-Analyze the speakers' descriptions and choose the adjectives that best describe them in Exercise 2. - Give reasons to justify their choices. - Study the Active Vocabulary box and match the words to form compound adjectives for Exercise 3.	
<b>3- Elaboration</b>	- Guide students to think about which adjectives they'd use to describe themselves for Exercise 4, then have them discuss in pairs. - Instruct students to read the article for Exercise 5 and discuss the questions. Check answers with the class - Direct students to find the values in the text and form adjectives for Exercise 6. - Elicit the nouns of the adjectives in Exercise 7, writing them on the board. -Instruct students to match the highlighted expressions to their definitions in Exercise 8. - Facilitate the completion of Exercise 9 .	- Consider which adjectives they would use to describe themselves and make notes for Exercise 4. -Work with a partner to discuss their ideas and justify their choices. -Read the article for Exercise 5 and discuss the questions in pairs. -Form the nouns of the adjectives in the box for Exercise 7. - Match the highlighted expressions to their definitions in Exercise 8.- Complete the questions in Exercise 9 and then discuss them with a partner	
<b>4- Closing</b>	-Conclude by having students reflect on what they have learned. on a sticky note <b>HOMEWORK</b> : writing a short paragraph about a person they know who is assertive or sincere, giving examples of the behaviour that exemplifies the adjectives.	-Reflect on the Can-do statement for the lesson. <b>HOMEWORK</b> : - Student note homework requirements - Read out their paragraphs in the next lesson as a warm-up/revision activity.	

**Self-Reflection on Learning and Teaching:**

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<b>Class/Section</b>				
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<b>Day/Date</b>				

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes (       )

Unit title: **1- Identity**      Lesson Title: **LESSON 1B VOCABULARY AND SPEAKING (WB.Ps 4-5)**

**Previous Learning:** Lesson 1A, the vocabulary and adjectives used to describe personality.

The Main Outcomes	Use a range of vocabulary, compound adjectives, and fixed expressions in topic areas which may expand beyond the immediately familiar - Use contextual clues for word formation in text-. Use paraphrases to check and summarise information		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up and review - Give students feedback on their work --Facilitate a pair activity where students choose personality adjectives from a previous lesson. They create descriptive sentences for these adjectives, and their partners guess the correct word..	-Students work in pairs to recall and use vocabulary from a previous lesson, creating and solving a guessing game with their partners.	
<b>2- Explanation</b>	-Guide students through a series of exercises (1, 2, and 3) focusing on vocabulary, completing fixed expressions, forming compound adjectives, and deducing nouns from clues. -Provide instruction and checks answers with the whole class.	-Work individually and in pairs to complete vocabulary exercises, applying knowledge of prepositions, compound adjectives, and word formation. -Participate in class discussions to check answers.	
<b>3- Elaboration</b>	-Direct students to use the nouns from the previous stage to form adjectives to complete sentences in Exercise 4. - Provide instruction and checks answers with the whole class.	-Apply their knowledge of word formation by transforming nouns from a previous exercise into adjectives to complete new sentences. - Check their work with a partner.	
<b>4- Closing</b>	Summary and reflection -Assign Exercise 5, a text-completion task, to be done individually to reinforce the lesson's vocabulary. -Facilitate a final activity (Exercise 6) where students write a paragraph reflecting on their own personality changes. HOMEWORK : Ask students to write the stem words from Exercise 5 in their notebook and create word families (verb / noun / adjective etc.). They should then write a sentence for each word.	-Students individually complete a text-completion task to practice all the new vocabulary. -Write a reflective paragraph connecting the lesson's themes to their personal experiences. HOMEWORK : - Student note homework requirements .	

### Self-Reflection on Learning and Teaching:

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Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( )

**Unit title: 1- Identity** Lesson Title: **LESSON 2A SPEAKING AND VOCABULARY (SB)P.6**

Previous Learning: vocabulary related to personality, compound adjectives, and fixed expressions, ability to write a short paragraph about a person's personality.

<b>The Main Outcomes</b>	Contribute fluently and naturally to a conversation about a complex or abstract topic		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up and review -Revise homework from the previous lesson. -Initiate a discussion about online personality tests and elicits the meaning of "social butterfly" and "keep yourself to yourself" before having students complete a test.	-Students may present or review homework. -Participate in a class discussion about personality tests, clarify the meaning of two idioms, and then complete a personality test.	
<b>2- Explanation</b>	-Present new vocabulary in the form of idioms. -Model the first idiom, "a cold fish," and then has students work individually and in pairs to deduce the meaning of other idioms for personality. Answers are checked as a class.	-Students deduce the meaning of new idioms for personality (e.g., "a dark horse," "a go-getter") by working individually and then confirming their answers with a partner.	
<b>3- Elaboration</b>	-Set up a listening task (Exercise 3) by introducing the context of an interview with a careers advisor. -Play the audio for students to determine if the statements are true or false. -Guide students to listen again (Exercise 4) to identify and tick phrases used for paraphrasing and summarising.	- Students read the statements. -Listen to an interview with a careers advisor to complete a true/false task. -Identify specific phrases used for summarising and paraphrasing. -Categorize arguments as supporting or opposing career advisors in Exercise 5.	
<b>4- Closing</b>	Summarising and applying the learned material. -Put students in pairs to discuss the arguments from Exercise 5, encouraging them to use the speaking phrases identified earlier. -Monitor their conversation, making notes for later feedback. -End the lesson by having students reflect on what they have learned, referring to the "Can-do" statement. <b>HOMEWORK</b> :Ask students to do an Internet search to find a personality/ psychometric test and note down some of the questions. Ask them to think about what different answers to the questions could tell you about the test taker's personality	-Work in pairs to discuss the arguments, applying the newly learned idioms and speaking phrases. -Reflect on their learning and the objectives of the lesson. <b>HOMEWORK</b> : - Student note homework requirements	

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Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( )

**Unit title: *1- Identity***

Lesson Title: ***LESSON 3A LISTENING AND VOCABULARY (SB.P.7)***

Previous Learning: personality idioms and the use of speaking phrases for paraphrasing and summarizing . Students also have a general understanding of personality and identity from previous lessons.

<b>The Main Outcomes:</b>	Understand the details of extended and linguistically complex talks on a range of political, environmental, and social issues .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up and review -Start the lesson by facilitating a class discussion on the effectiveness of personality tests, building on the homework and discussions from the previous lesson.	-Students discuss their findings about personality tests, sharing opinions and justifying their reasons in a class discussion.	
<b>2- Explanation</b>	<b>PRE-LISTENING</b> -Introduce (Exercise 1) key vocabulary for the listening task. -Guide a pronunciation exercise (Exercise 2), where students identify and listen for the stressed syllables in the new words.	-Work individually to match new vocabulary words with their definitions. -Listen to an audio to check their answers and practice the pronunciation of the words by identifying the stressed syllables.	
<b>3- Elaboration</b>	<b>WHILE LISTENING</b> -Present active listening strategies (Exercise 3) , explaining how speakers highlight main points. -Play the audio, and students take notes on how the speaker uses these techniques. -Facilitate a check of the notes with the class. -Lead a post-listening activity (Exercise 4), asking students to complete sentences from memory and then listening again to check their answers.	-Learn about different ways to identify a speaker's main points (e.g., rhetorical questions, slowing down). - Listen to a talk and make notes on how the speaker uses these techniques. -Complete sentences from the listening text, first from memory and then by listening again to check	
<b>4- Closing</b>	summarizing and applying the learned material. -Put students in pairs for a discussion (Exercise 5 and 6) using the vocabulary and listening techniques they've learned. -Monitor the discussions and provides feedback. <b>HOMEWORK</b> : Ask students to think about their own lives, personality and identities. Then write a paragraph giving examples of which elements of the people around them and their environment have affected who they are. Ask them to write at least 100 words	-Engage in a paired discussion, applying the vocabulary and highlighting techniques from the lesson. <b>HOMEWORK</b> - Student note homework requirements	

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## Lesson Plan

Number of Classes (      )

**Unit title: 1- Identity**    Lesson Title: **LESSON 3B LISTENING AND VOCABULARY (WB. P.6)**

Previous Learning: Vocabulary from Lesson 3A (destiny, disposition, hereditary, etc.) as well as compound adjectives and idioms for personality from previous lessons.

<b>The Main Outcomes</b>	Use a good and varied range of vocabulary, synonyms and some complex functions		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up and review -Facilitate a vocabulary review game. Students choose two words from a previous lesson (3A), write a gapped sentence for each, and then swap with a partner to complete the sentences. -Elicit some examples from the class.	-Students create gapped sentences using vocabulary from a previous lesson, swap with a partner to complete them, -Share their examples with the class.	
<b>2- Explanation</b>	-Direct students to complete sentences in Exercise 1 using vocabulary from Lesson 3A. - Check answers with the class.	-Complete vocabulary exercise, filling in gaps with words from a previous lesson. -Listen to an audio to check their answers. -In Exercise 2, students complete sentences with appropriate personality adjectives., -Compare their answers with a partner.	
<b>3- Elaboration</b>	-Introduce and explains stress patterns in compound adjectives (exercise 3). -Encourage students to come up with their own examples before they mark the stress on a list of words. -Play an audio for students to check and repeat the correct pronunciation.	-Learn about stress patterns in compound adjectives. - mark the stress on a list of words. Listen to an audio to verify their answers. -Practice repeating the words with the correct stress.	
<b>4- Closing</b>	Summarizing and applying the learned material T. puts students in pairs to create and share sentences using various adjectives for personality. - Lead a wrap-up activity where students write personalized sentences using synonyms from Exercise 1. HOMEWORK : Ask students to write a list of their habits – good and bad – for the next lesson	-Work in pairs to create and share sentences using personality adjectives. -Students individually write personalized sentences using synonyms they have just learned. HOMEWORK - Student note homework requirements	

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Class / Level: 12th Grade  
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 Number of Classes ( )

## Lesson Plan

**Unit title: 1- Identity** Lesson Title: **LESSON 4A GRAMMAR (SB.Ps 8-9)**

Previous Learning: Discussion of habits and personality traits, the ability to write a short paragraph from previous lessons.

<b>The Main Outcomes</b>	Use the future continuous, past perfect continuous, and future perfect with reference to actions in a range of common situations .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up and review -Start by having students share their lists of habits, which was assigned as homework. -Direct students to look at photos and discuss the habits they represent .(exercise 1) ,connecting the topic to their personal lives	-Share their homework lists of habits in small groups. -Discuss photos and questions about habits with a partner, and share their ideas with the class.	
<b>2- Explanation</b>	-Introduce the context of the lesson (exercise 2) : a conversation about developing good habits. -Check the answers with the class.	-Listen to an audio conversation, taking notes on key pieces of advice. - Compare notes with a partner and participate in a class check of the answers.	
<b>3- Elaboration</b>	-Guide students through a series of exercises to practice grammar tenses. -Check answers as a class after students work individually and in pairs. -Refer students to the Grammar Reference as needed .	-Work individually and in pairs to analyze grammar tenses. -Identify the tenses used in the audio transcript (Exercise 3), match sentences to their meanings (Exercise 4), and complete sentences using the correct tense (Exercises 5 & 6).	
<b>4- Closing</b>	Summarizing and applying the learned material -Facilitate a discussion (Exercise 7) where students use the new grammar to talk about their own habits and goals. - Monitor the discussions, provides support. -Wrap up the lesson by asking students to reflect on their learning and the lesson's objectives. HOMEWORK :Ask students to think about their own bad habits. Then ask them to write a letter of advice as if they were a friend saying what they could do to change the bad habits and improve. Ask them to write at least 75 words. Be sure to give them feedback on their work	-Discuss questions about their habits and goals in pairs, applying the grammar learned in the lesson. -Share their ideas with the class and then reflect on their learning experience. HOMEWORK - Student note homework requirements	

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## Lesson Plan

Subject: English Language

Number of Classes (      )

**Unit title: 1- Identity**

Lesson Title: **LESSON 4B GRAMMAR (WB.Ps.7-8)**

Previous Learning: The grammar tenses from Lesson 4A, including the future continuous, past perfect continuous, and future perfect.

<b>The Main Outcomes</b>	Use continuous and perfect tenses in a range of common situations at a specific time stretching from past to future		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	warm-up and review -Start with a warm-up activity where students write and share sentences about their week's activities. -Monitor for and corrects common errors.	- Students make notes on their week's activities, using a variety of continuous and perfect tenses. -Share these sentences with a partner and practice asking and answering follow-up questions.	
<b>2- Explanation</b>	-Guide students through several grammar exercises in the workbook. -Answers are checked as a class after individual and pair work.	- Match sentences to their meanings (Exercise 1). -Choose the correct tense in sentences (Exercise 2). -Practice forming and differentiating between Present Perfect Simple and Continuous (Exercise 3). -Work individually and in pairs before checking their answers with the class.	
<b>3- Elaboration</b>	-Provide a timed task (Exercise 4) where students complete sentences using specific tenses, with a reminder about word count. In Exercise 5, T. directs students to rewrite sentences using a limited number of words. -Checks these answers with the class.	-Complete two grammar exercises, one where they fill in gaps in sentences and another where they rewrite sentences, paying close attention to word count and specific grammar rules.	
<b>4- Closing</b>	Summary and reflection - Introduce a final text-completion task (Exercise 6) where students use perfect and continuous forms to fill in gaps. -Lead a reflective wrap-up activity (Exercise 7) where students write a paragraph about a bad habit they would like to give up. HOMEWORK:Ask students to find information on the Internet and make notes about languages that not many people speak. Tell them they will need their notes in the next class	- Complete a text by filling in gaps with the correct perfect or continuous verb forms. -Reflect on their own habits and write a short paragraph about one they would like to change. HOMEWORK - Student note homework requirements	

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School Development Consultant:

Class / Level: 12th Grade

## Lesson Plan

Subject: English Language

Number of Classes ( )

**Unit title: *1- Identity***

Lesson Title: ***LESSON 5A READING AND VOCABULARY (SB.Ps 10-11)***

Previous Learning: The homework from the previous lesson, which involved researching languages not widely spoken.

The Main Outcomes	Extract and identify specific details from texts .- Use a range of vocabulary connected to understanding .		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm -up -Start the class by putting students in small groups to share their research findings on languages with few speakers.	-Work in small groups to share the information they found for homework. -A nominated student from each group presents a summary of their findings to the class.	
<b>2- Explanation</b>	PRE-READING: Exercise 1 -Introduce the reading topic by having students look at photos and discuss related questions in pairs. WHILE READING : Exercise 2 -Direct students to read and listen to an article, matching questions to specific paragraphs. - Answers are checked with the class.	-Discuss photos and questions in pairs. -Read and listen to an article, completing a matching task by identifying which paragraphs answer which questions. -Check answers with a partner.	
<b>3- Elaboration</b>	POST-READING : Exercise 3 -Focus on vocabulary development. directing students to look at highlighted verbs in the article and choose the incorrect word in a series of sentences. -Check the answers with the class and introduces the concept of collocations using the "Watch Out!" box.	-Students individually analyze highlighted verbs from the reading choosing the incorrect option in a multiple-choice task.. -Check answers in pairs. -Learn about collocations from the teacher.	
<b>4- Closing</b>	Summary and reflection -Facilitate a final discussion in pairs about the relationship between language and identity. -Encourage students to share their personal experiences with anglicized names and how learning English may have changed them. -Wrap up by having students reflect on the lesson's objectives. HOMEWORK: Ask students to write 5 sentences using different verbs connected with understanding from the text. Ask them to apply them to situations in their own life where possible.	-Engage in a paired discussion about how language affects their identity. -Share their thoughts with the class. . -Reflect on what they have learned. - HOMEWORK - Student note homework requirements	

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Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )  
 Previous Learning: General vocabulary and grammar from the unit, the ability to share personal anecdotes.

## Lesson Plan

**Unit title:** *1- Identity*

**Lesson Title:** *LESSON 6A WRITING AND VOCABULARY (SB.Ps 12-13)*

<b>The Main Outcomes</b>	Express views effectively in writing following the conventions of a genre .- Produce a concise, coherent piece of writing appropriate to the genre .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up -Start the class by asking students to think of a vivid childhood memory.	-Recall a vivid childhood memory and share it with their group, preparing for the lesson's focus on writing about personal experiences.	
<b>2- Explanation</b>	-Direct students to read a blog post and answer comprehension questions. -Check answers with the class and leads a discussion on the blog post's content and structure. -Introduce the "Writing box" and asks students to find examples of various phrases and expressions related to memory and style in the blog post.	-Read a blog post to answer questions about the content and then re-read it to identify the correct paragraph order. -Compare answers in pairs before a class check. -Identify specific phrases from the blog post that match categories in a "Writing box."	
<b>3- Elaboration</b>	-Demonstrate the writing activity guiding students to prepare and write their own blog posts based on their memories, encouraging the use of vocabulary from the lesson.	In Exercise 4, students rewrite sentences, working individually and then checking in pairs, to practice using these new expressions. -Prepare and write their own blog posts about a childhood memory, using the new vocabulary and organizational skills. -Read each other's posts and share interesting findings with the class.	
<b>4- Closing</b>	Summary and reflection -Encourage students to summarize what they learned in the lesson. -Conclude by having students reflect on what they have learned. on a sticky note <b>HOMEWORK</b> : Ask students write sentences to exemplify the use of five expressions from Exercise 3. Be sure to give them feedback on all written work	- Reflect on what they have learnt. <b>HOMEWORK</b> - Student note homework requirements	

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## Lesson Plan

Subject: English Language Class / Level: 12th Grade

Number of Classes (        )

Unit title: **2 On the move**

Lesson Title: **LESSON 1A VOCABULARY AND SPEAKING (SB .Ps 14-15)**

Previous Learning: General ability to discuss personal experiences and travel.

The Main Outcomes	Identify different styles, genres and registers in written discourse		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Wrap -up - Ask students to discuss the last long journey they went on in pairs. - Ask students to share anything interesting they found out about their partner with the class.	- Discuss a recent long journey with a partner. -Share interesting details about partner's journey with the class.	
<b>2- Explanation</b>	- Read the questions for Exercise 1 with the class so they know what to listen for. Play the recording and ask students to answer the questions. -Facilitate a class check of the answers.	- Listen to the recording (Audioscript 2.1) and answer the questions. - Check answers in pairs before a class check.	
<b>3- Elaboration</b>	- Read the verbs of movement in the answer options for Exercise 2 and demonstrate their meanings -Have students complete the sentences in Exercise 2 individually, then check in pairs -Go through the Active Vocabulary for Exercise 3 with the class. - Have students complete the sentences in Exercise 3 with the new vocabulary, then check in pairs. - Read the "Watch Out!" box and ask students to complete the sentences in Exercise 4. Direct students to choose a photo not referred to in the recording to describe in Exercise 5 -Encourage students to use the verbs from Exercise 4 to describe the photo in Exercise 5.	- Complete the sentences in Exercise 2 using verbs of movement and check with a partner -Complete the sentences in Exercise 3 using the Active Vocabulary and check with a partner. -Complete sentences in Exercise 4 using verbs from the "Watch Out!" box. -Choose a photo from the book and describe it using the new verbs of movement in Exercise	
<b>4- Closing</b>	Summary and reflection T. encourages students to summarise what they learned in the lesson. -Wrap up by having students reflect on the "Can-do" statement at the bottom of the page. Homework: - Ask students to write five sentences using different verbs of movement.	- Reflect on what they have found interesting, new, easy, or challenging. HOMEWORK - Student note homework requirements	

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## Lesson Plan

S Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **2 On the move**

Lesson Title: **LESSON 1B VOCABULARY AND SPEAKING (WB.Ps.12+13)**

Previous Learning: the vocabulary and concepts introduced in LESSON 1A.

The Main Outcomes:	Use a range of topic-specific vocabulary, appropriate to situations		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Wrap -up - Ask students to make a sentence using a verb of movement. --Nominate volunteers to read out their sentences and demonstrate the verbs. - Continue the activity as long as there are different verbs of movement.	- Create a sentence using a verb of movement. -Demonstrate the verb of movement as they read out their sentences.	
<b>2- Explanation</b>	- Elicit the correct verb for the first sentence in Exercise 1. - Elicit the correct answer for the first sentence in Exercise 2 -Check answers as a class for both exercises.	- Circle the correct verbs in Exercise 1. -Work individually to circle the correct verbs. - Complete the idioms with the correct words in Exercise 2. - Compare and discuss answers with a partner.	
<b>3- Elaboration</b>	- Remind students to read the posts in Exercise 3 first to understand the context. - Ask students to read the instruction for Exercise 4 carefully, noting that verb tense may need to change. -Read the instruction for Exercise 5 with the class.	- Read the posts in Exercise 3 before filling in the missing words. - Compare answers for Exercise 3 with a partner. - Complete the sentences in Exercise 4, changing the verb tense as needed. - Check answers for Exercise 4 with a partner. - Identify the blog post the conversation in Exercise 5 is about.	
<b>4- Closing</b>	Summary and reflection - Ask a pair to read the completed conversation to the class -In Exercise 6, ask students to make a plan for the writing task, including how they will use the vocabulary. <b>Homework:</b> Ask students to write the article for their school website.	- Complete the conversation with the words from the box -Make a plan for the writing task, brainstorming ideas with a partner. - HOMEWORK - Student note homework requirements	

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## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

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**Unit title:** *2 On the move*

Lesson Title: **LESSON 2A READING AND VOCABULARY (SB.Ps.16-17)**

Previous Learning: General ability to discuss personal experiences and travel.

The Main Outcomes	-Recognise the use of cohesive devices to link ideas within and between paragraphs in a written text. -Guess the meaning of an unfamiliar word from context in a linguistically complex text.		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Elicit different forms of public transport available where students live - Ask students to discuss what they like and don't like about each form of public transport in pairs - Prompt students to share anything interesting they found out from their partner with the class.	- Discuss what they like and don't like about public transport with a partner - Share anything interesting they found out from their partner with the class.	
<b>2- Explanation</b>	- Go through the information in the Active Reading box with students - Ask students to find the underlined reference devices in the reading text (Exercise 1). - Elicit the first answer as an example, making sure to cover the type of device, forward or backward reference, and what it refers to.- Ask students to work alone, then compare their answers with a partner.	- Read through the Active Reading box to understand reference devices. - Work alone to find the underlined reference devices in the text (Exercise 1) and work out what they refer to. - Compare answers with a partner.	
<b>3- Elaboration</b>	- Elicit the first answer for Exercise 2 as an example by focusing on the first highlighted word in the text. - Ask students to read the sentences (A–G) and match them with the gaps (1–7) in the text for Exercise 3. - Encourage students to read fast for general comprehension. - Check answers as a class after individual and pair work. - Ask students to discuss the meaning of the phrases in pairs for Exercise 4.	- Match the highlighted words in the text with their synonyms in Exercise 2 individually, then check in pairs. - Read the sentences and match them with the gaps in the text for Exercise 3. - Check answers with a partner - Discuss the meaning of the idioms related to movement in Exercise 4 with a partner.	
<b>4- Closing</b>	Summary and reflection - Give students time to discuss the questions in pairs for Exercise 6. - Elicit ideas from students and have a brief class discussion for both exercises. - Refer students to the Can-do statement and have them reflect on what they have learnt. <b>Homework:</b> Ask students to think about an exciting or extreme sport they would like to try, and to make some notes about it for the next lesson.	- Discuss the questions in Exercise 6 in pairs. - Reflect on what they have found interesting, new, easy, or challenging from the lesson. - HOMEWORK - Student note homework requirements	

### Self-Reflection on Learning and Teaching:

Class/Section				
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

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )  
 Previous Learning: Notes on an exciting or extreme sport to try.

Unit title: **2 On the move**

Lesson Title: **LESSON 3A GRAMMAR (SB.Ps 18-19)**

The Main Outcomes	- Invert subject and verb after initial complex adverbials - Use a range of cleft sentences in the present, past and future		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warp-up - Ask students to refer to the notes they made at home for the warm-up. -Encourage students to ask questions.	- Share your notes on an exciting or extreme sport with the class or group. - Ask and answer questions about the different sports.	
<b>2- Explanation</b>	- Ask students to read the text and answer the questions in Exercise 1 individually. -Discuss the two versions of the sentence in italics in Exercise 2, and ask students to find more examples of inversion. -Elicit the first answer for Exercise 3 as an example, then have students compare the rest individually.	- Read the text and answer the questions in Exercise 1, then check in pairs. Discuss the questions about the sentences in Exercise 2 as a class. -Compare the sentences in Exercise 3 individually, noting what is emphasized.	
<b>3- Elaboration</b>	- Ask students to match the examples and explanations in Exercise 4 alone, then check in pairs - Elicit the first answer for Exercise 6 as an example, then ask students to rewrite the remaining sentences. - Ask students to rewrite the sentences in Exercise 7, then check answers in pairs.	- Match the examples and explanations in Exercise 4 alone, then check in pairs -Individually find examples of cleft sentences and inversion in the text in Exercise 5, then check in pairs -Rewrite the sentences in Exercise 6 and Exercise 7 using cleft sentences and inversion, then check answers with a partner.	
<b>4- Closing</b>	Summary and reflection - Ask students to read the advert in Exercise 8 and discuss the questions. -Ask students to read the original and cleft sentences in Exercise 9 and elicit the emphasized information - Wrap up by having students reflect on what they found new, interesting, easy, or challenging. <b>Homework:</b> Ask students to write a paragraph of at least 100 words giving their opinion on whether or not dangerous motorsports should be banned, including some negative inversion and cleft sentences.	- Read the advert in Exercise 8 and discuss the questions with the class. -Rewrite the remaining sentences in Exercise 9, focusing on different ways to emphasize information. - Reflect on the "Can-do" statement for the lesson. - HOMEWORK - Student note homework requirements	

### Self-Reflection on Learning and Teaching:

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Class/Section				
Number of absent students /Total number				
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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **2 On the move**

Lesson Title: **LESSON 3B GRAMMAR (WB.Ps .14-15)**

Previous Learning: Paragraphs written about dangerous motorsports, including negative inversion and cleft sentences.

The Main Outcomes:	Reformulate an idea using inversion and clefting to add emphasis		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Ask students to swap their homework paragraphs with a partner. - Encourage them to discuss whether they agree or not, using inversion and cleft sentences. - At the end, find out how the majority of the class feels about dangerous motor sports.	- Swap their paragraphs with a partner and read their opinion. -Discuss whether they agree or not, using inversion and cleft sentences in your conversation.	
<b>2- Explanation</b>	- Elicit from students how to form inversion and cleft sentences. -Ask students to make their choices in Exercise 1. -Check answers as a class.	- In Exercise 1, decide whether the sentences are an example of a cleft sentence or inversion. - Individually rewrite the sentences in Exercise 2 and Exercise 3 using inversion and cleft sentences -Check sentences with a partner.	
<b>3- Elaboration</b>	Check answers as a class, encouraging students to discuss the solution or ask questions if they need clarification.	- Complete the text in Exercise 4 by filling in the gaps with one word -Discuss the answers with partner.	
<b>4- Closing</b>	Summary and reflection - Ask students to look at the writing task in Exercise 5. - Remind them that they should use inversion and cleft sentences in their paragraph. <b>Homework:</b> - Finish the paragraph about how important they think it is that young people learn to drive. - Make notes about space tourism (what a space trip would involve and the kind of person who might take a space trip).	- Make notes of their ideas for the writing task in Exercise 5 -Discuss and expand on their ideas with a partner. - HOMEWORK - Student note homework requirements	

### Self-Reflection on Learning and Teaching:

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<b>Number of absent students /Total number</b>				
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Teacher's Name and Signature

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School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **2 On the move**

Lesson Title: **LESSON 4A LISTENING AND VOCABULARY (SB.P. 20)**

Previous Learning: Notes on space tourism, including what a space trip would involve and the kind of person who might take one.

The Main Outcomes	Identify specific information in a linguistically complex factual speech		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Ask students to discuss the notes they made at home about a space trip. -Put them in pairs or small groups to discuss their views and ideas. -Prompt them to consider the pros and cons of taking a trip into space.	- Discuss the notes they made for homework about a space trip with their group or partner. -Consider and discuss the pros and cons of taking a trip into space.	
<b>2- Explanation</b>	- Ask students to read through the list of topics in Exercise 1 and discuss which ones they expect to hear.	- Read through the list of topics in Exercise 1 and discuss their expectations with a partner. -Listen to the recording and tick the topic that is not mentioned.	
<b>3- Elaboration</b>	- Give students time to read the items in Exercise 2 and check they understand the task. -Play the recording again for students to choose the correct conversation. -Ask them to compare their answers in pairs. -Check answers as a class and play the recording again if there is uncertainty.	- Read the items in Exercise 2 and choose the correct conversation as they listen again. -Compare answers with a partner before a class check.	
<b>4- Closing</b>	Summary and reflection - Ask students to complete the questions in Exercise 3 individually. -Ask students to complete the sentences in Exercise 4 individually -Ask students to discuss the question in Exercise 5 in groups or pairs -Wrap up by having students reflect on what they have learnt. <b>Homework:</b> Ask students to make a list of places they could visit with a group of friends to celebrate the end of school.	- Complete the questions in Exercise 3 and discuss answers in pairs. -Complete the sentences in Exercise 4 and check with a partner -Discuss the question in Exercise 5 with their group or partner -Reflect on the "Can-do" statement for the lesson. <b>HOMEWORK</b> - Student note homework requirements	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

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Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **2 On the move**

Lesson Title: **LESSON 4B LISTENING AND VOCABULARY (WB.P.16)**

Previous Learning: Vocabulary and ideas related to space travel and its pros and cons.

The Main Outcomes	-Identify and derive meaning from a wide range of stress and intonation patterns -Use stress and intonation to convey meaning effectively		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Put students in pairs, with one supporting the space programme and the other opposing. - Instruct them to have a debate to convince their partner of their opinion -At the end, find out from the pairs who had the more persuasive argument.	- Take on the role of either a supporter or an opponent of the space programme -Have a debate with partners to convince them of their opinion.	
<b>2- Explanation</b>	- Elicit the correct phrasal noun for the first sentence in Exercise 1. -Read through the Active Pronunciation box and demonstrate how intonation changes.	- Individually complete the sentences in Exercise 1 with the correct phrasal nouns -Compare answers with a partner -Listen to the recording in Exercise 2 and repeat the sentences, copying the intonation. -Practice the mini-conversations in Exercise 3 with a partner.	
<b>3- Elaboration</b>	- Ask students to work individually to decide which option in Exercise 4 adds new information. - Play the recording for a final check of the intonation patterns.	- Work individually to decide which option in Exercise 4 adds new news -Mark the intonation patterns in Exercise 5 -Compare answers with a partner, then listen to the recording for a final check.	
<b>4- Closing</b>	Summary and reflection - Ask students to write three cleft sentences -Conclude by assigning homework. <b>Homework:</b> Ask students to write personalized sentences using the phrasal nouns from Exercise 1.	- Write three cleft sentences of their own. -Swap their sentences with a partner and read their sentences aloud with the correct intonation. HOMEWORK - Student note homework requirements	

### Self-Reflection on Learning and Teaching:

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<b>Day/Date</b>				

Teacher's Name and Signature

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School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **2 On the move**

Lesson Title: **LESSON 5A SPEAKING (SB.P. 21)**

Previous Learning: Ability to discuss and make a list of places to visit.

<b>The Main Outcomes</b>	Participate in linguistically complex discussions about attitudes and opinions		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Ask students to discuss where they would like to go with their family on an outing. -Ask them to consider whether they would stay local or travel further, and why. -Ask students to share their answers with the class.	- Discuss ideas for a family outing with a partner. -Share answers with the class.	
<b>2- Explanation</b>	- Explain that students are going to listen to a discussion about a trip. - Play the recording and ask students to listen and answer the questions in Exercise 1. - Go through the Speaking box with the class. -Play the recording again for students to complete the sentences in Exercise 2. -Check answers as a class after pairs have checked.	- Listen to the recording (Audioscript 2.7) and answer the questions in Exercise 1. - Listen again to complete the sentences in Exercise 2. - Check answers with a partner.	
<b>3- Elaboration</b>	- Put students in pairs to discuss the topics in Exercise 3. - Ask pairs to present back on the pros and cons of each point to the class. -Ask students to choose a quote from the exercise and prepare a short presentation in pairs (Exercise 4). - Encourage students to use the phrases from Exercise 2 in their presentations.	- Discuss the topics in Exercise 3 in pairs. - Choose a quote from the exercise and prepare a short presentation in pairs for Exercise 4. - Present their ideas to the class.	
<b>4- Closing</b>	Summary and reflection - Refer students to the Can-do statement at the bottom of the page. <b>Homework:</b> Ask students to write at least 100 words about a holiday problem, which can be based on real life or invented.	- Reflect on the learning outcomes for the lesson. <b>HOMEWORK</b> - Student note homework requirements	

### Self-Reflection on Learning and Teaching:

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<b>Class/Section</b>				
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<b>Day/Date</b>				

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language

Lesson Plan

Number of Classes ( )

Unit title: **2 On the move**

Lesson Title: **LESSON 6A WRITING AND VOCABULARY (SB.Ps.22-23)**

Previous Learning: Paragraph about a holiday problem.

The Main Outcomes:	Write a forceful but polite email of complaint, including supporting details and a statement of the desired outcome		
The Stages	Teacher Action	Learner Action	Time
1- Engagement	Warm-up - Ask students to discuss the last time they complained about something in pairs. - Prompt them to say what the problem was and what happened. - If students have not made a complaint, ask them to discuss the kind of things people might complain about.	- Discuss a past complaint with a partner. - Say what the problem was and what the outcome was.	
2- Explanation	- Ask students to discuss in pairs what might go wrong on an organised holiday. - Prompt them to consider the differences between writing a casual email to a friend and an official complaint. - Have students read the two emails and check their ideas.	- Discuss with a partner what might go wrong on an organised holiday. - Consider the differences in language between an email to a friend and an official complaint. - Read the two emails and check their ideas.	
3- Elaboration	- Elicit the first phrase from the emails as an example (Exercise 2). - Ask students to find the rest of the phrases individually and then check in pairs. - Go through the sections of the Writing box (Exercise 3) as a class and check understanding. - Ask students to complete the collocations in Exercises 4 and 5 individually, then check in pairs. - Put students in pairs to read the notes and plan an email of complaint for Exercise 6. - Ask students to write their emails of complaint, encouraging them to use collocations and phrases from the lesson (Exercise 7).	- Find the phrases in the two emails that correspond to the items in Exercise 2, then check in pairs -Complete the rest of the Writing box in Exercise 3 individually. -Complete the collocations in Exercises 4 and 5 individually, then check in pairs. -Read the notes and plan an email of complaint with a partner in Exercise 6. - Write their email of complaint in Exercise 7, using phrases from the lesson.	
4- Closing	Summary and reflection -Have students swap and read their partner’s email - Refer students to the Can-do statement and ask them to reflect on what they found new, interesting, easy, or challenging. <b>Homework:</b> Complete the email of complaint if you did not have time to do so during the lesson.	- Swap emails with a partner and read their work. - Reflect on the learning outcomes for the lesson. <b>HOMEWORK</b> - Student note homework requirements	

**Self-Reflection on Learning and Teaching:**

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School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Lesson Title: **1-2 LIFE SKILLS (SB :pages 24–25 )**

Previous Learning: General knowledge of places and travel, and the ability to work in pairs.

The Main Outcomes	Develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<b>Warm-up</b> - Activate prior knowledge by asking students to look at the photos in Exercise 1 and elicit what they can see -Encourage students to discuss the questions in pairs, then facilitate a brief class discussion.	- Look at the photos and discuss the questions in pairs. - Share their ideas in a brief class discussion.	
<b>2- Explanation</b>	- <b>Present</b> the content by asking students to read the blog post and answer the questions in Exercise 2 individually, then check in pairs. - Guide students to listen to the recording (Audioscript 2.9) for Exercise 3 and identify the two issues Jane Boden mentions.	- Read the blog post and answer the questions in Exercise 2 individually, then check in pairs. - Listen to the recording and identify the two issues mentioned in Exercise 3.	
<b>3- Elaboration</b>	<b>Challenge</b> students to discuss the question in groups or pairs for Exercise 4... - Facilitate the completion of Exercise 5 by having students complete the advice individually, then play the recording for them to check their answers. -Encourage students to discuss their experiences in pairs for Exercise 6. - Assess students' critical thinking by having them discuss the situation in pairs for Exercise 7, then join up with another pair/group to reflect on their decision-making processes.	-Discuss the question in groups or pairs for Exercise 4.. - Complete the advice in Exercise 5 individually, then check answers with the recording. - Discuss their experiences in pairs for Exercise 6. - Discuss the situation in pairs or small groups for Exercise 7 - Join another pair/group to reflect on their decision-making processes..	
<b>4- Closing</b>	Summary and reflection Encourage students to reflect on a time when they faced a complicated ethical decision -Have students share their experiences with their partner/group and with the class if there is time. - <b>Homework:</b> Assign students to research what values ethical businesses have.	-Reflect on a time they faced a complicated ethical decision and make notes. - Share their experiences with partners/groups. <b>Homework:</b> Research what values ethical businesses have.	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 1A VOCABULARY AND SPEAKING (SB.Ps .26-27)**

**Previous Learning:** General English language ability and prior knowledge of business topics.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>- Use compound nouns and phrasal verbs to talk about business ideas.</li> <li>- Infer attitude and opinion in discussions.</li> <li>- Identify and extract relevant details.</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Activate prior knowledge by asking students to discuss the most unusual business idea they have ever heard of.</li> <li>- Put students in small groups to discuss the question.</li> <li>- Nominate a student from each group to share their ideas with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the most unusual business idea they have ever heard of in small groups.</li> <li>- Share their ideas with the class.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Present the learning material by setting a time limit for students to read the texts and answer the questions in Exercise 1.</li> <li>- Elicit the first answer as an example for Exercise 2.</li> <li>- Guide students to match the rest of the words and meanings individually, then check in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the texts and answer the questions in Exercise 1.</li> <li>- Match the business-related words to their meanings in Exercise 2 individually, then check in pairs.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Facilitate the application of new vocabulary by going through the Active Vocabulary box with the class for Exercise 3.</li> <li>- Instruct students to find the seven business-related compound nouns in the texts.</li> <li>- Assess students' understanding by having them complete the sentences in Exercise 4 individually and check in pairs.</li> <li>- Guide students to listen to the interview in Exercise 5 and make notes on positive aspects and problems for the business.</li> <li>- Facilitate the completion of Exercise 6 by asking students to complete the sentences with phrasal verbs and playing the recording again for them to check their answers.</li> <li>- Challenge students to discuss the questions in pairs for Exercise 7.</li> </ul>	<ul style="list-style-type: none"> <li>- Find business-related compound nouns in the texts for Exercise 3.</li> <li>- Complete the sentences with vocabulary from the lesson in Exercise 4.</li> <li>- Listen to an interview and make notes on the business's positive and negative aspects in Exercise 5.</li> <li>- Discuss the interview in pairs</li> <li>- Complete the sentences with phrasal verbs from the recording in Exercise 6.</li> <li>- Discuss the questions in pairs in Exercise 7.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>- Summary and reflection</li> <li>- Encourage students to assess their learning by reflecting on what they have learned.</li> <li>- Homework: Assign students to write five sentences using the phrasal verbs from the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on what they have found interesting, new, easy, or challenging.</li> <li>- Homework: Write five sentences using phrasal verbs from the lesson.</li> </ul>	

### Self-Reflection on Learning and Teaching:

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<b>Day/Date</b>				

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 1B VOCABULARY AND SPEAKING (WB.Ps.20-21)**

Previous Learning: Vocabulary and speaking skills from the previous lesson (1A).

<b>The Main Outcomes:</b>	Understand and use a wide range of words and phrases associated with the topic of business.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>- <b>Warm-up</b></li> <li>- Activate prior knowledge by asking students to recall their last purchase.</li> <li>- Connect to the topic by having students discuss what it was, where it was bought, and if it was value for money.</li> <li>- Encourage students to use vocabulary from the previous lesson</li> <li>- Nominate students to report back to the class about their partners' purchases.</li> </ul>	<ul style="list-style-type: none"> <li>- Recall your last purchase and discuss it in small groups.</li> <li>- Report back to the class about their partner's purchase.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Present new vocabulary by going through the example for Exercise 1, pointing out how the number of lines corresponds with the number of letters.</li> <li>- Guide students to match the phrases in Exercise 2, eliciting the first completed sentence as an example.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the words in Exercise 1 individually, then compare answers in pairs.</li> <li>- Match the phrases in Exercise 2 individually, then compare answers with a partner.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Challenge students to choose the correct word to complete the sentences in Exercise 3 and compare answers with a partner. &lt;br&gt;- Facilitate the completion of Exercise 4 by having students use the compound nouns from Exercise 3.</li> <li>- Clarify the words in the box for Exercise 5 by eliciting their meanings</li> <li>- Assess comprehension by having students complete the article in Exercise 6 and asking volunteers to read it aloud.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the correct word to complete the sentences in Exercise 3 and compare with a partner.</li> <li>- Use the compound nouns from Exercise 3 to complete the sentences in Exercise 4 individually.</li> <li>- Complete the sentences in Exercise 5 individually.</li> <li>- Complete the article in Exercise 6 individually.</li> </ul>	
<b>4- Closing</b>	<p>Summary and reflection</p> <ul style="list-style-type: none"> <li>- Encourage students to assess their learning by thinking of three new things they found in this and the previous lesson.</li> <li>- Have students share their lists in small groups and discuss how useful the information was.</li> <li>- <b>Homework:</b> Assign students to make two separate lists of words, phrases or idioms that mean '(be) sneaky' and '(be) easily fooled'.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on what they have found interesting, new, easy, or challenging.</li> <li>- Share their lists and discuss how useful the information was.</li> <li><b>Homework:</b> Make two lists of words/phrases that mean '(be) sneaky' and '(be) easily fooled'.</li> </ul>	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 2A LISTENING AND VOCABULARY (SB.P.28)**

**Previous Learning:** Learners have prepared vocabulary lists with phrases and idioms for the concepts of '(be) sneaky' and '(be) easily fooled' from the previous lesson's homework.

<b>The Main Outcomes:</b>	Infer meaning, opinion, attitude, etc. in fast-paced conversations between fluent speakers		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>- <b>Warm-up</b></li> <li>- Activate prior knowledge by reviewing vocabulary from the previous lesson (e.g., words for 'sneaky' and 'easily fooled').</li> <li>- Elicit which of the words can describe the man in the photo for Exercise 1.</li> <li>- Facilitate a class discussion to see if others agree with the ideas.</li> </ul>	<ul style="list-style-type: none"> <li>- Contribute vocabulary from their homework lists for 'sneaky' and 'easily fooled'.</li> <li>- Look at the words in the box for Exercise 1 and decide which describe the people in the picture.</li> <li>- Compare ideas in pairs and share with the class.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Present the listening task by going through the names of the persuasion techniques for Exercise 2 and eliciting ideas as to what they involve.</li> <li>- Play the recording and have students listen and make notes.</li> <li>- Guide students through the Active Listening box for Exercise 3.</li> <li>- Play the recording again and have students listen and choose the correct options for the questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss what each persuasion technique might involve in Exercise 2.</li> <li>- Listen to the recording and make notes on what each technique involves.</li> <li>- Read the Active Listening box and the questions for Exercise 3.</li> <li>- Listen again and choose the correct options for the questions.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Apply new vocabulary by asking students to look at the synonyms of 'persuade' in the box for Exercise 4.</li> <li>- Facilitate the completion of the questions in Exercise 4, using an online dictionary if necessary.</li> <li>- Challenge students to rewrite the sentences in Exercise 5 using the new verbs, then discuss the differences in meaning in pairs and as a class.</li> </ul>	<ul style="list-style-type: none"> <li>- Answer the questions in Exercise 4 about the synonyms of 'persuade', using a dictionary if needed.</li> <li>- Rewrite the sentences in Exercise 5, then check in pairs.</li> <li>- Discuss the differences in meaning of the sentences in pairs.</li> </ul>	
<b>4- Closing</b>	<p>Summary and reflection</p> <ul style="list-style-type: none"> <li>- Encourage students to reflect on what they have learned, found interesting, new, easy or challenging.</li> <li>- <b>Homework:</b> Assign students to write five sentences or a short paragraph using different verbs from Exercise 5 to describe a situation of persuasion.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on what they have found interesting, new, easy, or challenging.</li> <li>- <b>Homework:</b> Write five sentences or a short paragraph using verbs from Exercise 5.</li> </ul>	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

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

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 2B LISTENING AND VOCABULARY (WB.P.22)**

Previous Learning: LESSON 2A LISTENING AND VOCABULARY (SB): synonyms for persuasion: *cajole, coax, entice, incite, urge*

<b>The Main Outcomes:</b>	Use a range of business-related vocabulary		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	<ul style="list-style-type: none"> <li>- <b>Warm-up</b></li> <li>- Activate prior knowledge by asking students to discuss in groups what qualities are essential for being successful in business.</li> <li>- Elicit ideas from the groups and write them on the board.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the qualities essential for being successful in business in groups.</li> <li>- Make a list of ideas and share them with the class.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Present the task for Exercise 1 by telling students to look back at words from the Student's Book to fill the gaps.</li> <li>- Play the recording (Audioscript 3.3) for students to check their answers.</li> <li>- Guide students through the Active Pronunciation box for Exercise 2, having them read the words aloud and count the syllables.</li> <li>- Facilitate the completion of Exercise 3 by asking students to read the words aloud and mark the vowel that is left out.</li> </ul>	<ul style="list-style-type: none"> <li>- Complete the sentences in Exercise 1, then check their answers with the recording.</li> <li>- Read the words aloud for Exercise 2 and count the number of syllables, then check with the recording.</li> <li>- Read the words aloud for Exercise 3 and mark the vowel that is left out when pronounced, then check with the recording.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Apply pronunciation skills by having students read the texts for Exercise 4 aloud with a partner, taking turns.</li> <li>- Facilitate the task by asking students to mark the words where vowels may be left out as they listen to their partner.</li> <li>- Play the recording for a final check.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the texts aloud with a partner for Exercise 4, taking turns.</li> <li>- Listen to their partner and mark the words where vowels may be left out.</li> <li>- Listen to the recording for a final check of the answers.</li> </ul>	
<b>4- Closing</b>	<p>Summary and reflection</p> <ul style="list-style-type: none"> <li>- Encourage students to find more words where vowels are left out when pronounced.</li> <li>- <b>Homework:</b> Assign students to make notes about the kinds of settings or businesses where haggling is acceptable and those where it is not.</li> </ul>	<ul style="list-style-type: none"> <li>- Find more words where vowels are left out when pronounced.</li> <li>- <b>Homework:</b> Make notes about where haggling is and is not acceptable.</li> </ul>	

### Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 3A SPEAKING (SB.P.29)**

Previous Learning: Learners have knowledge of business-related vocabulary and pronunciation skills, and have prepared notes on haggling from the previous lesson's homework.

<b>The Main Outcomes:</b>	-Negotiate prices and ask for discounts . -Use a good and varied range of vocabulary, collocations and some complex functions .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Activate prior knowledge by asking students to discuss the ideas about haggling they made notes about at home in pairs. - Connect to the class by eliciting ideas about which places it is acceptable to do so.	- Discuss their notes about haggling with a partner. - Share their ideas with the class.	
<b>2- Explanation</b>	- Acquire new information by asking students to look at the cartoon for Exercise 1 and discuss the questions in pairs. - Concept new material by asking students to listen to the two conversations for Exercise 2 and answer the questions.	- Discuss the questions in Exercise 1 in pairs. - Listen to the conversations in Exercise 2 and answer the questions, then check in pairs.	
<b>3- Elaboration</b>	- Apply the phrases by asking students to listen again and mark the phrases A or B in Exercise 3. - Challenge students to complete the conversation in Exercise 4 and listen to check their answers. - Apply negotiating skills by putting students in pairs for a role-play in Exercise 5, encouraging them to use phrases from the Speaking box.	- Listen again for Exercise 3 and mark the phrases. - Complete the conversation in Exercise 4, then check their answers by listening. - Role-play a negotiation with a partner for Exercise 5.	
<b>4- Closing</b>	Summary and reflection - Assess learning by encouraging students to reflect on what they found new, interesting, easy or challenging. <b>Homework:</b> Assign students to write about the effectiveness of advertising using the vocabulary and phrases from the lesson.	- Reflect on what they found new, interesting, easy or challenging. - Homework :Write their own negotiation dialogue using phrases from the Speaking box.	

### Self-Reflection on Learning and Teaching:

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Day/Date				

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School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 4A READING AND VOCABULARY (SB pages 30–31)**

Previous Learning: Learners have practiced giving their opinions on advertising topics and have used a range of related vocabulary and phrases from the previous speaking lesson.

<b>The Main Outcomes:</b>	Find and identify specific details in an article .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Activate prior knowledge by writing 'Economics' on the board and eliciting associated words from students to create a mind map -Connect students' ideas by inviting different students to come up and add to the mind map.	- Discuss words they associate with 'Economics' -Contribute to the mind map on the board.	
<b>2- Explanation</b>	- Acquire information by setting a one-minute time limit for students to read the first paragraph of the article and find if any of the mind map words are mentioned. - Concept the main ideas by asking students to read the whole article for Exercise 2 and choose the correct answers, then check in pairs.	- Read the first paragraph of the article and find if any of the mind map words are mentioned. - Read the whole article for Exercise 2 and choose the correct answers, then check in pairs.	
<b>3- Elaboration</b>	- Apply new vocabulary by having students discuss the meanings of the words in the box for Exercise 3 in pairs. - Challenge students to replace the underlined words in the sentences with the words from the box.	- Discuss the meanings of the words in the box for Exercise 3 in pairs. - Replace the underlined words in the sentences with the new vocabulary.	
<b>4- Closing</b>	Summary and reflection - Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they found new, interesting, easy or challenging. - Homework: Assign students to write five sentences using the vocabulary from Exercise 3 and to find photos of a famous person as a young adult and as an older adult for the next class.	- Reflect on what they have learned and what they found new, interesting, easy or challenging. - Write five sentences using the vocabulary from Exercise 3. -- Homework Find photos of a famous person as a young and older adult for the next class.	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

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School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **3 Hard sell**

Lesson Title: **LESSON 5A GRAMMAR (SB.Ps.32-33)**

Previous Learning: Learners have read an article and practiced vocabulary related to economics. As homework, they found photos of a famous person at different ages.

<b>The Main Outcomes:</b>	Use the Passive to focus on the action and be more objective		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Activate prior knowledge by asking students to share the photos and information they looked up at home. - Connect the topic to their personal lives by asking them what they think their life might be like when they are older.	- Share the photos and information they found at home. -Discuss their ideas about what their own life might be like when they are older.	
<b>2- Explanation</b>	- Acquire new grammar by having students read the extract in Exercise 1 and discuss the question in pairs. - Revise the concept of the Passive by asking students to look at the underlined phrases in the extract for Exercise 2 and elicit the answers from the class.	- Read the extract in Exercise 1 and analyze the question in pairs. -Locate the underlined phrases and answer the questions about them.	
<b>3- Elaboration</b>	- Promote discussion on the application of passive grammar by having students debate why the Passive is used in Exercise 3. Challenge students to match the sentences and reasons for Exercise 4, then check their answers. - Direct students to listen to the sentences in Exercise 5 and count the words, paying attention to contracted forms. - Supervise the completion of the texts in Exercises 6, 7, and 8, then have them verify their answers in pairs and as a class. - Encourage students to choose the correct alternatives in Exercise 9 and then discuss the questions in Exercise 10.	- Debate in pairs why the Passive has been used in the sentences for Exercise 3. Match the sentences to their reasons in Exercise 4, then check answers with the class. - Listen and count the words in each sentence for Exercise 5. - Complete the texts in Exercises 6, 7, and 8. - Select the correct alternatives for Exercise 9 and discuss the questions in Exercise 10 with a partner.	
<b>4- Closing</b>	Summary and reflection - Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they found new, interesting, easy or challenging. - Homework: Ask students to research how a product is made and write at least eight sentences about the process, using the Passive.	- Reflect on what they have learned . -Homework: Research a product and write at least eight sentences about the process of making it, using the Passive.	

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## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **3 Hard sell**

Lesson Title: **LESSON 5B GRAMMAR (WB.Ps.23–24)**

Previous Learning: Learners have been introduced to and practiced using various passive structures. They have also completed a homework assignment writing about a product's manufacturing process using the passive voice.

<b>The Main Outcomes:</b>	Use a variety of passive structures		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm -up - <b>Activate</b> prior learning by asking students to swap their homework with a partner and give feedback on the use of the Passive. - <b>Connect</b> the topic to the class by asking about the product-making processes and choosing some interesting ones to share.	- Swap homework with a partner and provide feedback on the use of the Passive. - Listen to and discuss some of the shared homework examples.	
<b>2- Explanation</b>	- <b>Acquire</b> knowledge by guiding students through the first sentence correction in Exercise 1, then instructing them to correct the remaining mistakes individually. - <b>Challenge</b> students to rewrite the sentences in Exercise 2, paying attention to the tense in each. - <b>Promote</b> understanding by having students match the reasons with the sentences in Exercise 3 and discuss their choices with a partner. - <b>Direct</b> students to make choices and justify them in Exercise 4. - <b>Guide</b> students to complete the sentences in Exercise 5, checking their answers with a partner.	- Correct the mistakes in the sentences for Exercise 1. - Rewrite the sentences in Exercise 2, then compare their answers in pairs. - Match the reasons (a–f) with the sentences in Exercise 2. - Make choices and discuss the reasons with a partner for Exercise 4. - Complete the sentences with the correct verb forms in Exercise 5, then check with a partner.	
<b>3- Elaboration</b>	Summary and reflection - <b>Supervise</b> students as they rewrite the sentences in Exercise 6 using a different subject - <b>Encourage</b> students to complete the text in Exercise 7 by selecting the appropriate phrases from the box and justifying their choices.	- Rewrite the sentences in Exercise 6. - Complete the text in Exercise 7 by selecting and justifying the appropriate phrases.	
<b>4- Closing</b>	Summary and reflection - <b>Assess</b> understanding by asking students to write a short text about their favourite shop, similar to the one in Exercise 7, using both active and passive verbs. - <b>Homework:</b> Ask students to research the 'Buy Local' movement and make notes about the concept and local products they can buy.	- Write a short text about their favourite shop using active and passive verbs. Homework: Research the 'Buy Local' movement and make notes for the next class.	

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<b>Day/Date</b>				

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title : **3 Hard sell** Lesson Title: **LESSON 6A WRITING AND VOCABULARY (SB .Ps 34-35)**

Previous Learning: Learners have used a variety of passive structures and have made notes about the 'Buy Local' movement.

<b>The Main Outcomes:</b>	-Write a linguistically complex academic essay in an appropriate style and register . -Use vocabulary related to shopping: buy in bulk, display wares, go on a shopping spree, mooch around the shops, run errands, shop around for the best deal, stock up on essentials.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm -up - Activate prior knowledge by asking students to discuss their notes about buying local. - Connect their ideas by asking if it is common practice and what types of products are bought locally.	- Discuss their notes on the 'Buy Local' movement with a partner. - Share whether buying local is common and what kinds of products are involved.	
<b>2- Explanation</b>	- Acquire information by writing 'reasons for' and 'reasons against' on the board and having students read the essay to fill in a similar table in their notebooks. - Guide students to check their answers in pairs, then complete the columns on the board as a class.	- Read the essay and note the reasons for and against in a table. - Check their answers in pairs and help complete the table on the board.	
<b>3- Elaboration</b>	- Challenge students to complete the shopping collocations in Exercise 2 individually, then check in pairs. - Promote critical thinking by having students compare the two introductions in Exercise 3 in pairs and discuss which is better and why. - Guide students through the Active Writing box and then have them find examples in the essay for Exercise 4. Supervise students as they brainstorm reasons for and against shopping as a leisure activity for Exercise 5. - Encourage students to plan their essays individually for Exercise 6, using a variety of synonyms and topic-related expressions.	- Complete the collocations in Exercise 2, then check in pairs. - Compare the two introductions in Exercise 3 and discuss their effectiveness. - Read the Active Writing box and find the examples in the essay for Exercise 4. - Brainstorm reasons for and against shopping as a leisure activity. - Plan their essay individually, focusing on organization and using a variety of vocabulary.	
<b>4- Closing</b>	Summary and reflection - Assess understanding by referring students to the Can-do statement and encouraging them to reflect on their learning. -Homework: Instruct students to complete their essays, making sure to check for grammar, spelling, and punctuation errors.	- Reflect on what they found new, interesting, easy, or challenging in the lesson. -Homework: Complete their essay for homework, checking it carefully for errors.	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

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Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **4 Tastes**

Lesson Title: **LESSON 1A VOCABULARY AND SPEAKING (SB.Ps 36-37)**

Previous Learning: General English language ability and prior knowledge of food and social media.

<b>The Main Outcomes:</b>	<ul style="list-style-type: none"> <li>-Express preferences about food and drink in detail</li> <li>- Understand highly colloquial language in a podcast</li> <li>- Use a wide range of quantifiers with countable and uncountable nouns .</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Activate prior knowledge by asking students to discuss if they take or share photos of food on social media and why. - Connect the topic by asking a few students to share their ideas with the class. - Acquire information by having students read the questions for Exercise 1, then listen to the recording to answer them.	<ul style="list-style-type: none"> <li>- Discuss taking and sharing photos of food on social media</li> <li>-Share their ideas with the class.</li> <li>- Read the questions for Exercise 1 and listen to the recording to find the answers.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Instruct students to listen to the recording again for Exercise 2 and write the names of the foods next to each adjective.</li> <li>- Promote vocabulary understanding by having students work individually to decide on the connotations of the words and complete the sentences in Exercise 3.</li> <li>- Direct students to listen again to the audio for Exercise 4 and complete the sentences individually.</li> <li>- Guide students through the Active Vocabulary box and have them listen to the recording for Exercise 5 to complete the partitive + noun collocations.</li> </ul>	<ul style="list-style-type: none"> <li>- Listen again to the recording for Exercise 2 and write the food names next to the adjectives.</li> <li>- Decide on the connotations of the words and complete the sentences in Exercise 3.</li> <li>- Listen to the recording for Exercise 4 and complete the sentences.</li> <li>- Listen again to the recording for Exercise 5 and complete the partitive + noun collocations.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Supervise students as they choose the correct partitives for Exercise 6 individually, then check in pairs.</li> <li>- Encourage students to think of ideas and make notes for the questions in Exercise 7, then share their ideas in small groups.</li> <li>- Instruct students to discuss the questions in Exercise 8 in pairs and share their ideas with the class.</li> </ul>	<ul style="list-style-type: none"> <li>- Choose the correct partitives for Exercise 6 and check with a partner.</li> <li>- Think of ideas and make notes for Exercise 7, then share their ideas in a small group.- - Discuss the questions in Exercise 8 in pairs and share their ideas with the class</li> <li>.</li> </ul>	
<b>4- Closing</b>	Summary and reflection - Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they found new, interesting, easy or challenging. - Homework: Ask students to write a description of their favorite meal (at least 50 words), using adjectives from Exercise 2 and some partitives from Exercise 5.	<ul style="list-style-type: none"> <li>- Reflect on what they have found interesting, new, easy, or challenging in the lesson.</li> </ul> Homework - Write a description of their favorite meal for homework, including the new vocabulary.	

### Self-Reflection on Learning and Teaching:

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<b>Class/Section</b>				
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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **4 Tastes**

Lesson Title: **LESSON 1B VOCABULARY AND SPEAKING (WB: pages 28–29)**

Previous Learning: Learners acquired knowledge of food styling and photography, and learned a range of vocabulary, including adjectives for describing food and partitive quantifiers.

The Main Outcomes:	<ul style="list-style-type: none"> <li>-Use a wide range of quantifiers and partitives with countable and uncountable nouns .</li> <li>-Express preferences about food and drink in detail .</li> </ul>		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm -up - Activate prior vocabulary by asking students to share their restaurant experiences with a partner - Connect the new vocabulary by encouraging them to use adjectives from the previous lesson to describe the food.	- Share their restaurant experiences with a partner -Ask follow-up questions and use adjectives from the previous lesson to describe the food.	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Acquire knowledge by having students label the pictures in Exercise 1 individually.</li> <li>- Instruct students to choose the correct meanings in Exercise 2 individually, then compare answers in pairs.</li> <li>- Direct students to read the conversations in Exercise 3 and complete them with the missing words from the box</li> <li>-Supervise students as they complete the words in Exercise 4, reminding them to use the first letter and line clues.</li> </ul>	<ul style="list-style-type: none"> <li>- Label the pictures in Exercise 1, then compare answers with a partner.</li> <li>- Choose the correct meanings in Exercise 2, then check in pairs.</li> <li>- Read and complete the conversations in Exercise 3.</li> <li>- Complete the words in Exercise 4, then check your answers with a partner.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Encourage students to make notes of a memorable meal (good or bad) and describe it to a partner, using adjectives to describe the dishes.</li> </ul>	<ul style="list-style-type: none"> <li>- Make notes on a memorable meal they have had.</li> <li>- Describe their meal to their partner.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>- Assess understanding by asking students to describe their favorite dish to their partner</li> <li>-Homework: Ask students to make a list of food they get cravings for.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe their favorite dish to their partner.</li> <li>Homework: Make a list of food they get cravings for.</li> </ul>	

### Self-Reflection on Learning and Teaching:

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Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **4 Tastes**

Lesson Title: **LESSON 2A READING AND VOCABULARY (SB pages 38–39)**

Previous Learning: Learners have discussed their food preferences, learned vocabulary to describe food and quantities, and have prepared notes on food they get cravings for.

<b>The Main Outcomes:</b>	-Understand highly colloquial language in unstructured texts that use complex structure -Use verbs related to food consumption.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Activate prior learning by asking students to discuss the notes they made at home about food cravings with a partner or in small groups. - Connect the topic by asking a few students to share their ideas with the class.	- Discuss their notes on food cravings with a partner or small group. - Share their ideas with the class.	
<b>2- Explanation</b>	- Guide students through Exercise 1 by having them read the sentences and scan the article to match the underlined phrases to the highlighted parts. - <b>Instruct</b> students to match the questions and writers in Exercise 2 individually, then check in pairs. - Promote active reading by going through the Active Reading box and having students answer questions 1-3 from the text in Exercise 3, then check their answers in pairs.	- Read the sentences in Exercise 1 and scan the article to match the phrases. - Match the questions and writers in Exercise 2, then check with a partner. - Read the Active Reading box, then answer questions 1-3 from the text and check their answers in pairs.	
<b>3- Elaboration</b>	- Direct students to complete the sentences in Exercise 4 individually, then check in pairs. - Encourage students to discuss what triggers their appetite and how they resist in pairs for Exercise 5, providing an example from your own experience.	- Complete the sentences in Exercise 4, then check their answers with a partner. - Discuss with a partner what triggers their appetite and what they do to resist it.	
<b>4- Closing</b>	- Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they have learned -Homework: Instruct students to do an internet search and make notes on organic farming techniques and their advantages and disadvantages.	- Reflect on what they found interesting, new, easy, or challenging. Homework: Research and make notes on organic farming techniques for homework.	

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Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **4 Tastes**

Lesson Title: **LESSON 3A GRAMMAR (SB pages 40-41)**

Previous Learning: Learners have a foundational understanding of the basic conditional forms (zero, first, second, and third conditionals) and have practiced using various modal verbs in hypothetical statements.

<b>The Main Outcomes:</b>	-Use 'should' in hypothetical statements about the present and near future with inversion and omission of 'if' . -Replace past conditionals with 'but for' in formal statements .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm -up - Activate prior knowledge by asking students to discuss their notes on organic farming techniques and the benefits/drawbacks of organic food with a partner. - Connect the topic by eliciting a variety of ideas from the class.	- Discuss their notes on organic farming techniques with a partner or small group. - Share their ideas with the class.	
<b>2- Explanation</b>	- Acquire information by having students read the survey questions in Exercise 1 and listen to the recording to make notes on the speaker's answers. Guide students to look at the sentences with conditionals in Exercise 2 and answer the questions about them individually, then check in pairs. - Instruct students to answer the questions and rewrite the sentences in Exercise 3 individually, then compare their answers in pairs.	- Read the survey questions in Exercise 1 and listen to the recording, taking notes on the speaker's answers. - Look at the conditional sentences in Exercise 2, answer the questions about them, and check with a partner - Answer the questions and rewrite the sentences in Exercise 3, then check their answers in pairs.	
<b>3- Elaboration</b>	- Direct students to rewrite the sentences in Exercise 4, then have them check their answers with a partner. - Promote critical thinking by having students choose the correct alternatives in Exercise 5 and decide which have similar meanings. - Guide students to complete the table in Exercise 6 individually, then check in pairs -Supervise students as they read the article in Exercise 7 and choose the correct alternatives individually. - Encourage students to map out the steps in food production and express their opinions using conditionals in Exercise 8.	- Rewrite the sentences in Exercise 4, then compare them with a partner. - Choose the correct alternatives in Exercise 5 and decide which have similar meanings. - Complete the table in Exercise 6 and check with a partner. - Read the article in Exercise 7 and choose the correct alternatives. - Map out steps in food production and express their opinions using conditionals with a group.	
<b>4- Closing</b>	- Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they have learned. Homework: Instruct students to write conditional sentences about organizing a food event at school.	- Reflect on what they found new, interesting, easy, or challenging in the lesson. Homework: Write conditional sentences for homework about organizing a food event at school.	

### Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **4 Tastes**

Lesson Title: **LESSON 3B GRAMMAR (WB: pages 30–31)**

Previous Learning: Learners have worked with advanced conditional forms (e.g., inversion with ‘should’ and ‘but for’) and have completed a homework assignment writing conditional sentences about organizing a school event.

<b>The Main Outcomes:</b>	-Replace past conditionals with ‘but for’ in formal statements . -Use ‘should’ in hypothetical statements about the present and near future with inversion and omission of ‘if’ .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	- Activate prior learning by asking students to share the sentences they wrote as homework in small groups. -Connect the topic by correcting any errors on the board as a class.	- Share their homework sentences with a small group -Participate in class error correction.	
<b>2- Explanation</b>	- Acquire knowledge by having students read the conditional sentences and match them with the meanings in Exercise 1. - Instruct students to choose the correct forms in Exercise 2 individually, then compare answers in pairs. - Direct students to choose the correct word(s) in Exercise 3, then check with a partner. - Supervise students as they complete the sentences in Exercise 4 individually. - Guide students to complete the sentences in Exercise 5, then check with a partner.	- Read the sentences in Exercise 1 and match them with their meanings. - Choose the correct forms for Exercise 2, then check with a partner. - Select the correct word(s) for Exercise 3, then compare their answers in pairs. - Complete the sentences in Exercise 4, then check with a partner - Complete the sentences in Exercise 5, then check with a partner.	
<b>3- Elaboration</b>	- Encourage students to write a post for Exercise 6, then swap their writing with a partner to check for errors in conditionals, spelling, and punctuation.	- Write a post for Exercise 6. - Swap their post with a partner to check for errors.	
<b>4- Closing</b>	- Assess understanding by having students read their posts in small groups and vote for the one with the best ideas -Homework: Instruct students to research the world’s growing population and its effect on food supply, and to note down possible solutions.	- Read their post in a small group and vote for the best ideas. Homework: Research the effects of the world’s growing population on food supply for homework.	

### Self-Reflection on Learning and Teaching:

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<b>Class/Section</b>				
<b>Number of absent students /Total number</b>				
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<b>Day/Date</b>				

Teacher’s Name and Signature

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **4 Tastes**

Lesson Title: **LESSON 4A SPEAKING (SB page 42 )**

Previous Learning: Learners have worked with advanced conditional forms and have researched the effects of the world's growing population on food supply, making notes on possible solutions.

<b>The Main Outcomes:</b>	-Consider the advantages and disadvantages of possible approaches and solutions to an issue or problem . -Use phrases for proposing solutions, giving reasons, and justifications.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	- Activate prior knowledge by putting 'world population / food supply' on the board and asking students to discuss the connection using their homework notes. -Connect the ideas by asking students to share their ideas with the class.	- Discuss the connection between world population and food supply in pairs or small groups. - Share their ideas with the class.	
<b>2- Explanation</b>	- Acquire new phrases by having students read the questions for Exercise 1, then listen to the recording and answer the questions. -Guide students through the Speaking box, then have them listen again to the recording for Exercise 2 to complete the phrases.	- Read the questions in Exercise 1 and listen to the recording to find the answers. - Listen again to the recording for Exercise 2 and complete the phrases in the Speaking box.	
<b>3- Elaboration</b>	- Direct students to complete the conversation in Exercise 3 with the correct words from memory, then play the recording for them to check. - Facilitate the discussion of solutions in pairs for Exercise 4, encouraging them to use the phrases from the lesson.	- Complete the conversation in Exercise 3, then check their answers with the recording. - Discuss solutions in pairs for Exercise 4, using the phrases they learned.	
<b>4- Closing</b>	- Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they have learned. Homework: Instruct students to find information online about table manners in other countries and make notes.	- Reflect on what they found new, interesting, easy, or challenging in the lesson. Homework: Research and make notes on table manners in other countries for homework.	

### Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **4 Tastes**

Lesson Title: **LESSON 5A LISTENING AND VOCABULARY (SB.P.43)**

Previous Learning: Learners have researched and made notes on table manners in different countries.

<b>The Main Outcomes:</b>	-Understand most of a linguistically complex podcast . -Use words related to table manners.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	- Activate prior knowledge by asking students to share information about table manners in other countries. - Connect the topic by asking a few students to share anything interesting they found with the class.	- Share information about table manners in other countries with a partner. - Share interesting findings with the class.	
<b>2- Explanation</b>	- Acquire new information by asking students to listen and decide which photo is being described in Exercise 1. - Guide students to listen again and order the topics for Exercise 2, then check in pairs. - Direct students to complete the sentences in Exercise 3 individually, then check in pairs.	- Listen to the recording and decide which photo is being described in Exercise 1. - Listen again and order the topics in Exercise 2, then check with a partner. - Complete the sentences in Exercise 3 individually, then check in pairs.	
<b>3- Elaboration</b>	- Promote active listening by having students listen to the recording again for Exercise 4 and complete the sentences. - Encourage students to discuss the questions in Exercise 5 in pairs, using the new phrases from the lesson.	- Listen again to the recording for Exercise 4 and complete the sentences. - Discuss the questions in Exercise 5 with a partner, using the phrases from the lesson.	
<b>4- Closing</b>	- Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they have learned -Homework: Instruct students to think about the last time they ate at a restaurant and make notes with ratings out of 5 for the service, cost, food quality, and cleanliness.	- Reflect on what they found new, interesting, easy, or challenging in the lesson. Home work: Make notes for a restaurant review for homework.	

### Self-Reflection on Learning and Teaching:

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<b>Class/Section</b>				
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<b>Day/Date</b>				

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( )

Unit title: **4 Tastes**

Lesson Title: **LESSON 5B LISTENING AND VOCABULARY (WB.P.32)**

Previous Learning: Learners have researched and made notes on table manners in different countries, and have prepared notes with ratings for a restaurant or café visit.

<b>The Main Outcomes:</b>	-Use a wide range of adverbs with correct word stress to convey emphasis .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Initiate a discussion by asking students to share their homework notes and rankings of restaurants or cafés with the class - Connect the new material by finding out if the same establishments received similar ratings.	- Share their restaurant or café rankings with the class. - Compare ratings for the same establishments with their peers.	
<b>2- Explanation</b>	- Acquire knowledge by having students read the words in the box and use them to complete the sentences in Exercise 1. - Guide students through the Active Pronunciation box, instructing them to read the adverbs aloud and mark the stressed syllables. - Instruct students to listen to the recording for Exercise 3 and decide which version of each sentence contains a stressed syllable.	- Complete the sentences in Exercise 1 using the words in the box, then check with a partner. - Read the Active Pronunciation box, mark the stressed syllables, and practice saying the sentences aloud. - Listen to the recording for Exercise 3 and identify which version of each sentence is stressed.	
<b>3- Elaboration</b>	- Direct students to mark the stressed syllables in Exercise 4 individually, then check by listening to the recording. - Encourage students to choose five adverbs from the Active Pronunciation box and write a sentence for each. They should then swap sentences with a partner to read aloud.	- Mark the stressed syllables in Exercise 4 and then check their answers by listening to the recording. -Write five sentences using adverbs from the box, then swap with a partner and read their sentences aloud.	
<b>4- Closing</b>	- Assess understanding by referring students to the Can-do statement and encouraging them to reflect on what they have learned. - Homework: Ask students to write five sentences about their last restaurant or café visit using emphatic adverbs.	- Reflect on what they found new, interesting, easy, or challenging in the lesson. Homework: Write five sentences about a recent restaurant visit for homework, using emphatic adverbs.	

### Self-Reflection on Learning and Teaching:

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School Development Consultant:

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

Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( )

Unit title: **4 Tastes**

Lesson Title: **LESSON 6A WRITING AND VOCABULARY (SB pages 44–45;)**

Previous Learning: Learners have practiced using emphatic adverbs and have prepared notes and sentences based on a recent restaurant or café visit.

<b>The Main Outcomes:</b>	Write a short review of a restaurant, movie, etc. using simple language .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - <b>Initiate</b> a discussion by asking students to use their homework notes to discuss restaurants they have visited. Connect the new material by finding out if students have been to the same places and if their opinions align.	- Discuss restaurants they have visited and share their opinions with a partner. - Compare opinions about the same restaurants with their peers.	
<b>2- Explanation</b>	- <b>Direct</b> students to read the reviews in Exercise 1 and answer the questions, then check in pairs. - <b>Instruct</b> students to read the reviews again and tick the correct advice in Exercise 2 individually, then check with a partner.	- Read the reviews in Exercise 1 and answer the questions, then check with a partner. - Read the reviews again and tick the correct advice in Exercise 2, then compare their answers with a partner.	
<b>3- Elaboration</b>	- <b>Acquire</b> knowledge by having students read the reviews in Exercise 3 and answer the questions, then check in pairs - <b>Guide</b> students through the Writing box and have them complete the examples in Exercise 4 individually. - <b>Supervise</b> students as they rewrite the sentences in Exercise 5, then check their answers with a partner. - <b>Encourage</b> students to rewrite Review B in Exercise 6, using features from the Writing box and a Graphic Organizer.	- Read the reviews and answer the questions in Exercise 3, then check with a partner. - Complete the examples in the Writing box for Exercise 4 individually. - Rewrite the sentences in Exercise 5, then check their answers with a partner. - Rewrite Review B using the features from the Writing box and a Graphic Organizer, then compare their review with a partner.	
<b>4- Closing</b>	- <b>Assess</b> understanding by referring students to the Can-do statement and encouraging them to reflect on what they have learned. - <b>Homework:</b> Instruct students to study the word list on Student’s Book page 65.	- Reflect on what they found new, interesting, easy, or challenging in the lesson. Homework: Study the word list on Student’s Book page 65 for homework.	

### Self-Reflection on Learning and Teaching:

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Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

<b>Class/Section</b>				
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<b>The class order in the timetable</b>				
<b>Day/Date</b>				

Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( )

Lesson Title: **03-04 LIFE SKILLS (SB: pages 46–47)**

Previous Learning: Learners have practiced writing a detailed food review and have gained vocabulary and skills related to discussing food, preparing them to discuss food choices and critical thinking.

<b>The Main Outcomes:</b>	-Develop practical skills necessary to succeed in the twenty-first century, and to encourage collaboration, critical thinking and creativity.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Initiate a discussion by asking students to talk about the healthy food they eat and their decision-making process when choosing food. Connect the new material by asking students to report back to the class on their ideas.	- Discuss healthy food choices and decision-making in pairs. - Report back to the class on their ideas.	
<b>2- Explanation</b>	- Direct students to look at the photos in Exercise 1, discuss the questions in pairs, and then read the text on page 46. -Instruct students to complete the advice in Exercise 2 individually, then check answers as a class with the article.	- Look at the photos in Exercise 1 and discuss the questions in pairs. - Read the text and complete the advice in Exercise 2, then check their answers.	
<b>3- Elaboration</b>	- Promote critical listening by having students listen to the interviews in Exercise 3 and decide if each speaker is thinking critically or not, then check their reasons in pairs. -Encourage students to debate the question in Exercise 4, ensuring they allow each other to express their points of view without interruption. - Supervise students as they follow the steps for the investigation in Exercise 5, and then report their findings back to the class.	- Listen to the interviews in Exercise 3 and decide if each speaker is thinking critically, then explain their reasons. - Debate the question in Exercise 4 with their group. - Investigate and report their findings on the food products for Exercise 5.	
<b>4- Closing</b>	- Assess students' creative and critical thinking skills by having them imagine they are creating a new government initiative called 'The Truth About Food.' -Homework: Instruct students to make a list of good tips and practices for studying.	- Imagine a new government initiative and create a list of information for a food product's packaging and advertising. - Present their ideas to the class. Homework: Make a list of good study tips and practices for homework.	

### Self-Reflection on Learning and Teaching:

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

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( ) Unit title: **5 Do your best** Lesson Title: **LESSON 1A VOCABULARY AND SPEAKING (SB.Ps 48-49)**

Previous Learning: Learners have discussed and made notes on effective study tips and practices in preparation for this lesson.

The Main Outcomes:	<ul style="list-style-type: none"> <li>- Use a varied range of vocabulary and idioms related to studying and academic life.</li> <li>- Extract key information from a listening text and express opinions on study habits.</li> </ul>		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Initiate a discussion by having students use their homework notes on study tips and practices with a partner. - Consolidate their ideas by asking a few students to share their tips with the class.	<ul style="list-style-type: none"> <li>- Discuss their study tips and practices with a partner or small group.</li> <li>-Share their ideas with the class.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Acquire new information by having students read the questions in Exercise 1, then listen to the audio and answer them.</li> <li>-Guide students through the idioms in Exercise 2 by having them listen again and complete the sentences with the missing words.</li> </ul>	<ul style="list-style-type: none"> <li>- Read the questions in Exercise 1, then listen and make notes to answer them</li> <li>-Listen again for Exercise 2 to complete the sentences with the missing idioms.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Direct students to match the collocations and definitions in Exercise 3 individually, then check in pairs.</li> <li>- Instruct students to complete the forum post in Exercise 4 with the correct prepositions, then check in pairs.</li> </ul> Facilitate a discussion of study habits in pairs for Exercise 5, and then open the discussion to the whole class.	<ul style="list-style-type: none"> <li>- Match the collocations and definitions in Exercise 3, then check with a partner</li> <li>-Complete the forum post in Exercise 4 with the correct prepositions.</li> <li>- Discuss their study habits with a partner, and then share with the class.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>- Assess understanding by putting students in small groups to create a checklist of what not to do when preparing for an exam.</li> <li>- Homework: Instruct students to make notes on how secondary students are assessed for university entrance in their country versus another country.</li> </ul>	<ul style="list-style-type: none"> <li>- Create a checklist of what not to do when preparing for an exam.</li> <li>- Share their ideas with the class.</li> <li>-Homework: Make notes on university entrance assessments in different countries for homework.</li> </ul>	

### Self-Reflection on Learning and Teaching:

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<b>Class/Section</b>				
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<b>Day/Date</b>				

Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade

## Lesson Plan

Subject: English Language

Number of Classes ( )

Unit title: **5 Do your best**

Lesson Title: **LESSON 1B VOCABULARY AND SPEAKING (WB: pages 36–37)**

Previous Learning: Learners have acquired vocabulary and idioms related to studying and have a foundation in using adjectives to describe food.

<b>The Main Outcomes:</b>	Reinforce the use of idioms, collocations, and dependent prepositions related to studying.		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Initiate a discussion by asking students to share their restaurant experiences with a partner. - Encourage them to use adjectives from a previous unit to describe the food and ask follow-up questions.	- Share their restaurant experiences with a partner. - Describe the food using adjectives and ask follow-up questions.	
<b>2- Explanation</b>	- Instruct students to complete the idioms in Exercise 1 with the correct words individually, then check in pairs. - Guide students to match the idioms with their correct meanings in Exercise 2, then check answers as a class. - Direct students to match sentence parts in Exercise 3 individually, then check with a partner.	- Complete the idioms in Exercise 1, then check their answers in pairs. - Match the idioms with their meanings in Exercise 2. - Match the sentence parts in Exercise 3, then check with a partner.	
<b>3- Elaboration</b>	- Acquire knowledge by asking students to read the sentences in Exercise 4 and choose the correct word in each. - Supervise students as they complete the sentences in Exercise 5 with the correct prepositions. - Instruct students to rewrite the sentences in Exercise 6, making the necessary changes to ensure the meaning remains the same. - Facilitate understanding by having students complete the text in Exercise 7 with the correct words.	- Read the sentences and choose the correct word in Exercise 4. - Complete the sentences in Exercise 5 with the correct prepositions. - Rewrite the sentences in Exercise 6 individually, then check with a partner. - Complete the gaps in the text for Exercise 7, then check with a partner.	
<b>4- Closing</b>	- Promote critical thinking by having students brainstorm and make notes for a writing task about a challenge they have faced (Exercise 8). Homework: Instruct students to write the paragraph for homework using the notes they made in Exercise 8.	- Brainstorm ideas for the writing task and make notes - Write the paragraph for homework.	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **5 Do your best**

Lesson Title: **LESSON 2A GRAMMAR (SB pages 50–51)**

Previous Learning: Learners have made notes on the university entrance exam assessment systems in different countries.

<b>The Main Outcomes:</b>	-Express various degrees of likelihood and possibility using modals and related verbs .		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	- Activate a discussion by asking students to talk about their homework notes on university entrance exams in small groups. -Encourage students to decide if these exams are a true reflection of a student’s abilities.	- Discuss their notes on university entrance exams in small groups - Give their opinion on whether the exams reflect a student’s abilities.	
<b>2- Explanation</b>	- Acquire knowledge by having students listen to the audio for Exercise 1 and make notes on what happened, then check answers with a partner. - Guide students to choose the correct modal verbs for the sentences in Exercise 2, then listen again to check their answers. - Instruct students to match the sentences from Exercise 2 with their functions in Exercise 3, then check answers with a partner.	- Listen to the audio for Exercise 1, make notes, and check answers with a partner. - Choose the correct modal verbs in Exercise 2, then listen to the audio to check your answers. - Match the sentences with their functions in Exercise 3, then check with a partner.	
<b>3- Elaboration</b>	- Challenge students to think of two possible meanings for each sentence in the Watch Out! box in Exercise 4, depending on the stress. - Direct students to rewrite the sentences in Exercise 5 using the modal verbs provided, then check answers with a partner. - Supervise students as they rewrite the sentences in Exercise 6, then check answers with the class. - Facilitate a pair-sharing activity by giving students time to make notes and then share their experiences for Exercise 8.	- Think of two possible meanings for each sentence in Exercise 4, then check their ideas by listening to the recording. - Rewrite the sentences in Exercise 5, then check with a partner. - Rewrite the sentences in Exercise 6, then check with a partner. - Make notes on their own experience and share it with a partner.	
<b>4- Closing</b>	- Assess understanding by having students reflect on the lesson and what they found new, interesting, easy, or challenging. - Homework: Instruct students to write six sentences using different modal verbs from their own experience and to research an underdog sports story, making notes for the next lesson.	- Reflect on what they learned during the lesson. Homework:- Write six sentences with different modal verbs and research an underdog sports story .	

### Self-Reflection on Learning and Teaching:

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<b>Class/Section</b>				
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<b>The class order in the timetable</b>				
<b>Day/Date</b>				

Teacher’s Name and Signature

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

Class / Level: 12th Grade  
 Subject: English Language  
 Number of Classes ( )

## Lesson Plan

Unit title: **5 Do your best**

Lesson Title: **LESSON 2B GRAMMAR (WB: pages 38–39)**

Previous Learning: Learners have learned about the use of modal verbs to express likelihood and possibility, and have written sentences using different modal verbs.

<b>The Main Outcomes:</b>	Express various degrees of likelihood and possibility using modals and related verbs .		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Activate prior learning by asking students to share their homework sentences about their experiences in small groups. - Correct common errors by writing incorrect sentences on the board and correcting them as a class.	- Share their homework sentences in small groups. - Participate in the class correction of sentences on the board.	
<b>2- Explanation</b>	- Instruct students to complete Exercises 1 and 2 individually, then compare their answers with a partner. - Direct students to listen to the audio for Exercise 3 and choose the correct option based on intonation. - Guide students through Exercises 4 and 5, having them choose the correct form and complete the sentences with modal verbs. - Supervise students as they complete the more challenging tasks in Exercises 6 and 7, offering help as needed.	- Complete Exercises 1 and 2 individually, then compare with a partner. - Listen to the audio for Exercise 3 and choose the correct option. - Choose the correct forms in Exercise 4 and complete the sentences in Exercise 5. - Complete the text in Exercise 6 and the sentences in Exercise 7, then check with a partner.	
<b>3- Elaboration</b>	- Facilitate a brainstorming session for Exercise 8, having students brainstorm ideas and make notes for a paragraph about an experience.	- Brainstorm ideas and make notes for a paragraph about an experience.	
<b>4- Closing</b>	- Promote reflection by asking students to discuss in small groups which exercises they found easy or challenging. - Homework: Ask students to write the paragraph they prepared notes for in Exercise 8.	- Discuss with their group which exercises they found easy or challenging. - Write the paragraph for homework.	

**Self-Reflection on Learning and Teaching:**

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<b>Class/Section</b>				
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<b>Day/Date</b>				

Teacher’s Name and Signature

Supervisor’s Signature:

Principal’s Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **5 Do your best**

Lesson Title: **LESSON 3A READING AND VOCABULARY (SB: pages 52-53)**

Previous Learning: Students made notes at home about unlikely winners they researched.

The Main Outcomes:	Quickly scan complex texts for specific information		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Engage students by asking them to discuss the notes they made at home about unlikely winners. -Initiate a class discussion about what it takes to win. - Encourage students to discuss the questions in pairs for Exercise 1- Elicit ideas from students and facilitate a class discussion.	- Work with a partner to discuss their homework notes. - Share their ideas in a class discussion about winning. - Discuss the questions in Exercise 1 with a partner. - Share their ideas with the class.	
<b>2- Explanation</b>	- Instruct students to note that there is one extra paragraph for Exercise 2. - Elicit the best approach for the task, which is to read the paragraphs first -Guide students to complete the text with the paragraphs individually. -Monitor students' progress and check answers as a class after pair work.	- Analyze the paragraphs before reading the article to complete the text in Exercise 2. - Work independently to complete the text, then collaborate to check with a partner.	
<b>3- Elaboration</b>	- Facilitate the completion of sentences in Exercise 3 by asking students to work individually and then check in pairs. -Provide support as students think about their experience and make notes for Exercise 4. - Encourage students to share their experiences and discuss possible advice in pairs. - Elicit experiences from students to share with the class.	- Critically complete the sentences in Exercise 3, then compare answers with a partner -Reflect on a personal setback and make notes for Exercise 4 -Share their experience and collaborate to give advice to a partner.	
<b>4- Closing</b>	- Evaluate learning by referring students to the Can-do statement at the bottom of the page. - Encourage students to reflect on what they found interesting, new, easy, or challenging; - Assign homework, asking students to write a short paragraph about an athlete they admire. Instruct students to also research the "carrot and stick" approach for the next lesson.	- Reflect on their learning by considering the Can-do statement. Plan the homework assignment, which involves writing a paragraph and researching a motivational approach.	

### Self-Reflection on Learning and Teaching:

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Teacher's Name and Signature

Supervisor's Signature:

Principal's Signature:

School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **5 Do your best**

Lesson Title: **LESSON 4A LISTENING AND VOCABULARY (SB P.54)**

Previous Learning: Students researched the "carrot and stick" approach to motivation and made notes for class discussion.

The Main Outcomes:	-Understand the details in a linguistically complex audio recording. - Form and use phrases with prepositions + verbs (+ ‘-ing’)		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Initiate a discussion by asking students to share their notes on the "carrot and stick" approach. - Encourage students to discuss their views in pairs, considering which situations each approach is more effective.	- Work with a partner to discuss their homework notes on motivation. - Analyze the effectiveness of the "carrot" versus the "stick" in different situations.	
<b>2- Explanation</b>	- Instruct students to listen for the answers to the questions in Exercise 1. - Guide students to listen to the audio again and write down the word clusters they hear for Exercise 2 - Facilitate a check of what they've written by having them listen to the word clusters in more context for Exercise 3. - Explain the matching task for Exercise 4 and 5, noting the extra options.	- Listen to the audio and answer the questions for Exercise 1 - Listen and write down the word clusters they hear for Exercise 2, and then check what they've written in Exercise 3. - Listen to the recording again to match the speakers to the aspects in Exercise 4 and the disadvantages in Exercise 5.	
<b>3- Elaboration</b>	- Elicit the first answer for Exercise 6 as an example -Guide students to complete the sentences individually, then check in pairs. - Facilitate the completion of the sentences in Exercise 7. - Collaborate with students to check the answers as a class.	- Complete the sentences in Exercise 6 using the phrases with prepositions. -Complete the sentences in Exercise 7 individually. - Check their answers for both exercises with a partner.	
<b>4- Closing</b>	- Facilitate a discussion for Exercise 8, encouraging students to use the vocabulary from the lesson. - Evaluate student learning by having them reflect on the Can-do statement. - Assign homework, asking students to write six sentences using the prepositional phrases from Exercise 6, relating them to personal experiences.	- Share their ideas about the discussion question in pairs or small groups for Exercise 8. - Reflect on what they found interesting, new, easy, or challenging in the lesson -Write six sentences using the phrases from Exercise 6 for homework, connecting them to a personal experience.	

### Self-Reflection on Learning and Teaching:

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School Development Consultant:

## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **5 Do your best**

Lesson Title: **LESSON 4B LISTENING AND VOCABULARY (WB page 40)**

Previous Learning: Students wrote sentences for homework using prepositional phrases from the previous lesson (4A).

The Main Outcomes:	Use a good and varied range of vocabulary, idioms and some complex functions		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Engage students by asking them to share their homework sentences with a partner. - Elicit a few sentences from the class to check for accuracy.	- Communicate with a partner by sharing their homework sentences. - Work in pairs to check for accuracy and ask follow-up questions.	
<b>2- Explanation</b>	- Instruct students to refer to Exercise 6 in the Student's Book to complete the sentences in Exercise 1. - Facilitate a check of the answers as a class after students compare in pairs.	- Analyze the context to complete sentences in Exercise 1 individually. - Collaborate by comparing answers in pairs.	
<b>3- Elaboration</b>	- Guide students to write a paragraph for Exercise 2 and swap with a partner to check content and grammar. - Instruct students to read the Active Pronunciation box and listen to the recording for Exercise 3. - Explain the column task for Exercise 4 and guide students to write the words. - Play the recording again for Exercise 4 and 5 to check answers.	- Write a paragraph for Exercise 2 and work with a partner to check for accuracy. - Critically listen to the pronunciation in Exercise 3 and discuss the question with a partner. - Categorize the words in Exercise 4 and 5 by saying them aloud and writing them in the correct column.	
<b>4- Closing</b>	- Evaluate learning by asking students to look back at the expressions in Exercise 1 and use them in personalized sentences. - Assign homework, asking students to make notes on questions they expect interviewers to ask for a job, scholarship, or university place.	- Reflect on the expressions from Exercise 1 and make personalized sentences to practice them. - Plan for the next lesson by making notes of interview questions for homework.	

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## Lesson Plan

Subject: English Language Class / Level: 12th Grade

Number of Classes ( )

Unit title: **5 Do your best**

Lesson Title: **LESSON 5A SPEAKING (SBSB: page 55)**

Previous Learning: Students made notes on questions they expect to be asked in an interview.

The Main Outcomes:	Use stock phrases to gain time and keep the turn whilst formulating what to say		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Engage students by having them brainstorm what kind of questions they may get asked in an interview, referencing their homework notes. - Facilitate a class discussion about what they think the most difficult thing might be about a job interview. - Direct students to discuss how they'd answer the questions in Exercise 1 with a partner. - Elicit answers from a few students to share with the class.	- Work with a partner to brainstorm interview questions based on homework notes. - Discuss the most challenging aspect of a job interview with a partner. - Think critically about how they would answer the questions in Exercise 1 and discuss their ideas with a partner.	
<b>2- Explanation</b>	- Instruct students to read the questions in Exercise 4 to prepare for what to listen for. - Play the recording (Audioscript 5.13) and ask students to answer the questions. - Check the answers as a class and discuss the differences between the two interviewees.	- Read the questions for Exercise 4 to anticipate what to listen for. - Listen to the recording and answer the questions. - Work with a partner to check their answers before a class check.	
<b>3- Elaboration</b>	- Guide students to read the phrases in the Speaking box for Exercise 5 and then play the recording again for them to tick the phrases used. - Facilitate a discussion about the pronunciation of the phrases in Exercise 6. - Encourage students to listen and repeat the phrases, noting the word stress for Exercise 7. - Instruct students to work in A/B pairs to practice interviewing each other for Exercise 8. - Monitor and encourage students to apply the phrases for buying time.	- Analyze the phrases in the Speaking box and tick the ones they hear in the recording for Exercise 5. - Listen to the phrases in Exercise 6 to answer the question about pronunciation and intonation. - Listen and repeat the phrases in Exercise 7, paying attention to the word stress. - Work with a partner to practice interviewing each other in Exercise 8.	
<b>4- Closing</b>	- Evaluate their performance by asking if they would give their partner the job, based on their interview. - Conclude the lesson by having students reflect on the Can-do statement. - Homework: Ask students to think about the kinds of things they have had to memorise and what methods they used to memorise them, and to make some notes for the next lesson	Apply the phrases for buying time while formulating their answers. - Reflect on their partner's performance and decide if they would give them the job. - Think about what they've had to memorize and what methods they used to do so for homework.	

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## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes ( )

Unit title: **5 Do your best**

Lesson Title: **LESSON 6A WRITING AND VOCABULARY (SBSB: pages 56–57)**

Previous Learning: Students made notes at home about memorization and the methods they use.

The Main Outcomes:	Write an essay considering other people's point of view		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Engage students by asking them to discuss their homework notes about memorisation in pairs. - Elicit ideas from students and facilitate a class discussion on good memorization techniques. -Go through the writing task and notes as a class for Exercise 1. - Prompt students to discuss their ideas in pairs and agree on an opinion.	- Work with a partner to discuss their homework notes on memorisation. - Share their ideas for good memorization techniques in a class discussion. - Analyze the writing task in Exercise 1 and discuss their ideas with a partner.	
<b>2- Explanation</b>	- Instruct students to read the essay in Exercise 2 and answer the questions. - Facilitate a class check of the answers, focusing on the essay's structure and main ideas.	- Read the model essay in Exercise 2 and answer the questions about its content and structure. - Collaborate by checking their answers in pairs before a class check.	
<b>3- Elaboration</b>	- Guide students through the "Watch Out!" box in Exercise 3, explaining the effect of participle clauses. - Instruct students to write the participle clauses individually. - Direct students to read the essay question for Exercise 4 and compare writing methods in pairs. - Monitor students as they plan their essay, encouraging them to create a focus for each paragraph.	- Analyze the "Watch Out!" box and write the participle clauses in Exercise 3. - Work with a partner to compare different essay writing methods in Exercise 4. - Plan their own essay, ensuring each paragraph has a clear focus.	
<b>4- Closing</b>	- Instruct students to write their essays based on their notes from Exercise 4 (Exercise 5). - Monitor students while they write, encouraging them to use the language from the lesson. - Evaluate student learning by having them reflect on the Can-do statement. - Assign homework for students to complete their essays if they did not finish in class.	- Write their essay in Exercise 5 based on their plan -Reflect on what they found new, interesting, easy, or challenging in the lesson.	

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## Lesson Plan

Class / Level: 12th Grade

Subject: English Language

Number of Classes (    )

***CULTURE SPOT: The British and the seaside• SB: pages 58–59***

Previous Learning: General ability to discuss cultural topics and to write an essay.

The Main Outcomes:	Develop students' awareness about different traditions in other countries, develop students' reading skills, and expand their vocabulary.		
The Stages	Teacher Action	Learner Action	Time
<b>1- Engagement</b>	Warm-up - Draw students' attention to the title and pictures of the blog. - Facilitate a pair discussion about what they can see in the pictures. - Elicit answers from the class to check their understanding of British seaside visuals.	- Collaborate with a partner to discuss the title and pictures of the blog. - Communicate their observations to the class.	
<b>2- Explanation</b>	- Instruct students to read the rubric for Exercise 1 and the questions first. - Guide students to quickly scan the blog to find the answers. - Direct students to the highlighted phrases in the blog for Exercise 2 and ask them to match them to the definitions, using context to guess the meaning.	- Analyze the questions for Exercise 1 before scanning the blog to find the answers. - Collaborate with a partner to check their answers. - Guess the meaning of the highlighted phrases in Exercise 2 from the context and match them to the definitions.	
<b>3- Elaboration</b>	- Play the recording for Exercise 3 and allow students time to discuss their questions in pairs. - Facilitate a class check of the answers. - Explain the rubric for Exercise 4, specifying the 1–3 word limit for the fact files. - Play the recording again for students to complete the fact files individually.	- Listen to the recording for Exercise 3 and discuss the questions in pairs. - Listen to the podcast again to complete the fact files in Exercise 4. - Collaborate to check their answers with a partner.	
<b>4- Closing</b>	- Encourage students to reflect on what they have learned about British seaside resorts and what they found interesting. - Facilitate a class discussion for students to share their ideas. - Assign homework, giving students the option to write a text or create fact files about a seaside resort in their own country.	- Reflect on the traditions learned and think critically about what they found interesting. - Communicate their ideas in a class discussion. - Plan their homework task: writing a text or researching and creating fact files about a local seaside resort.	

**Self-Reflection on Learning and Teaching:**

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Class / Level: 12th Grade  
 Subject: English Language

## Lesson Plan

Number of Classes ( )

***Lesson Title: LITERATURE SPOT: Black Beauty• SB: pages 60 – 61***

Previous Learning: Ability to read and analyze factual and imaginative texts, and to discuss cultural topics.

<b>The Main Outcomes</b>	<ul style="list-style-type: none"> <li>-Summarise, comment on and discuss a wide variety of factual and imaginative texts .</li> <li>- Express and comment on ideas and suggestions in informal discussion .</li> </ul>		
<b>The Stages</b>	<b>Teacher Action</b>	<b>Learner Action</b>	<b>Time</b>
<b>1- Engagement</b>	Warm-up - Initiate a class discussion about students' experiences with horses and what life is like for them in Jordan. - Instruct students to read the definitions and connect them to the highlighted words in the extract for Exercise 1. - Elicit the part of speech for each word to ensure understanding.	<ul style="list-style-type: none"> <li>- Share their ideas about horses and their lives in Jordan in a class discussion.</li> <li>- Analyze the definitions for Exercise 1 and connect them to the highlighted words in the extract.</li> <li>- Work with a partner to check their answers.</li> </ul>	
<b>2- Explanation</b>	<ul style="list-style-type: none"> <li>- Prompt students to read the list of information for Exercise 2 and guide them using the cultural glossary.</li> <li>- Guide students to read the extract in more detail and find the information.</li> <li>- Facilitate a pair and class check of the answers</li> <li>-Introduce the lecture topic for Exercise 4 and instruct students to read the list of information and guess the answers before listening.</li> </ul>	<ul style="list-style-type: none"> <li>- Scan the list of information for Exercise 2 and read the extract to find the details.</li> <li>- Collaborate with a partner to compare their answers. Predict the answers for Exercise 4 before listening to the recording.</li> <li>- Listen to the recording and check their answers.</li> </ul>	
<b>3- Elaboration</b>	<ul style="list-style-type: none"> <li>- Facilitate a pair or small group discussion for Exercise 3, helping with vocabulary as needed.</li> <li>- Elicit answers from different groups, encouraging creative and thoughtful responses.</li> <li>- Guide students to guess which words could complete the gaps in Exercise 5.</li> <li>- Monitor students as they plan their work for Exercise 6, ensuring they consider an animal's perspective.</li> </ul>	<ul style="list-style-type: none"> <li>- Critically discuss the questions in Exercise 3 with a partner or small group.</li> <li>- Predict the words that complete the gaps in Exercise 5 and listen to the recording again to check.</li> <li>- Plan their writing for Exercise 6, considering an animal's perspective and how humans impact its life.</li> </ul>	
<b>4- Closing</b>	<ul style="list-style-type: none"> <li>- Encourage students to reflect on what they have learned and ask them to consider how it might affect their view of animal treatment.</li> <li>- Assign homework, giving students the option to finish their writing task or read a summary of the novel and write a short report.</li> </ul>	<ul style="list-style-type: none"> <li>- Reflect on the lesson's themes and consider their view on the way animals are treated.</li> <li>- Plan their homework task: either finishing the writing or reading and reporting on a part of the novel.</li> </ul>	

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