**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: *Different routines (Present Simple & Daily Routines)* **Number of Classes**: 1

**Previous Learning**: *Students already know some basic verbs and vocabulary about daily activities.***The Main Outcomes**:

- Students will be able to talk about their daily routines using the Present Simple.

- Students will compare routines in different countries.

- Students will practice speaking about likes/dislikes and free-time activities.

- Students will improve listening and reading comprehension skills.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | - Show the pictures (students exercising, eating dinner, playing chess).  - Ask: “What are these people doing?”  → Lead into the idea of daily routines in different countries. | - Students answer with guesses (e.g., They are doing exercise / having dinner / playing chess).  - Share what they do in their own daily life. | 5 mins |
| **Explanation** | - Present the dialogues (A–D) from the textbook.  - Read one aloud as a model.  - Highlight the Present Simple verbs (get up, eat, play, have) and adverbs of frequency (always, usually, sometimes).  - Explain how routines differ around the world. | - Students listen, follow in the book, and repeat some sentences.  - Identify Present Simple verbs in the text. | 10 mins |
| **Elaboration** | - Put students in pairs or small groups. Ask them to role-play the conversations (Lan-Fen & Alia, Yuna & Maha, Luis & Rakan, Aiden & Sami).  - Then ask them to create a short dialogue about their own daily routines. | - Students practice role-playing, then make and present their own short dialogues about routines.  - They compare routines (e.g., “I go to bed at 9. She goes to bed at 11.”). | 20 mins |
| **Closing** | - Review key vocabulary and structures: Present Simple forms and frequency expressions. Ask 2–3 students to share one interesting thing they learned about routines in other countries. | - Students share their learning.  - Write down 1–2 sentences in notebooks about their routine. | 10 mins |

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

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

FORM #QF71-1-49 rev. b

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: *Vocabulary and Grammar (Present Simple: Affirmative & Negative)* **Number of Classes**:1

**Previous Learning**: *Students already know some verbs related to daily activities and free-time.***The Main Outcomes**:

- Students will recognize and use Present Simple affirmative and negative forms.

- Students will learn spelling rules for Present Simple 3rd person singular.

- Students will use Present Simple to talk about daily routines.

- Students will practice controlled and guided speaking tasks.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | - Show quick pictures of daily routines (going to school, doing homework, eating, shopping).  - Ask: “What do you usually do every day?” | - Students share a few routines from their own lives (e.g., I go to school, I watch TV). | 5 mins |
| **Explanation** | -Present grammar box: explain Present Simple affirmative and negative (I/you/we/they vs. he/she/it).  - Highlight spelling rules (live → lives, watch → watches, study → studies).  - Give examples from the text. | - Students listen, repeat sentences, and underline verbs in the example sentences. | 10 mins |
| **Elaboration** | - Guide students through textbook activities:  1. Match sentences with rules (Ex.2).  2. Find more Present Simple examples in the text (Ex.3).  3. Controlled practice (Ex.4 & Ex.6).  4. Pronunciation activity (Ex.7). | - Students answer questions, complete grammar tasks, practice pronunciation of -s endings, and fill in missing verbs. | 20 mins |
| **Closing** | - Speaking activity (Ex.5 & Ex.8).  - Students compare their routines with people in the text (“Yuna gets up at 6. I get up at 7.”).  - Summarize: “Today we learned Present Simple for routines.” | - Students work in pairs and talk about what they do on Saturdays, then share with the class. | 10mins |

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

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

FORM #QF71-1-49 rev. b

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: *Free-time activities and frequency expressions* **Number of Classes**: 1

**Previous Learning**: *Students have learned daily routines and Present Simple tense.***The Main Outcomes**:

- Students will learn and practice vocabulary for free-time activities.

- Students will use frequency expressions (once a week, twice a week, etc.).

- Students will practice reading and interpreting a weekly schedule.

Students will talk about their own free-time activities and how often they do them.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | - Show pictures of people playing football, reading, watching TV, etc.  - Ask: “What do you usually do in your free time?” | - Students answer with simple activities (e.g., I play football, I watch TV). | 5 mins |
| **Explanation** | - present the vocabulary list (verbs + activities from Ex.1).  - Model and drill pronunciation.  - Write example sentences on the board. Introduce frequency expressions (once a week, twice a week, three times a week). | - Students repeat vocabulary, match verbs with activities, and copy examples. | 10 mins |
| **Elaboration** | - Guide students through textbook activities:  1. Match verbs to activities (Ex.1).  2. Listen to check answers (Ex.2).  3. Complete sentences using Fawzi’s diary (Ex.3).  4. Rewrite sentences with frequency expressions (Ex.4). | - Students work individually/pairs to complete tasks, then share answers. Practice using frequency expressions in sentences. | 20 mins |
| **Closing** | - Speaking activity (Ex.5): Students work in pairs. Use the chart (activities + frequency) to talk about how often they do certain activities. Teacher wraps up by asking 2–3 students to share with the class. Summarize: “Today we learned free-time activities and frequency expressions.” | - Students talk in pairs, then share examples: “I do exercise three times a week. I go to the park once a week.” | 10mins |

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: Adverbs of frequency & Present Simple questions **Number of Classes**: 1

**Previous Learning**: *Students have learned Present Simple (affirmative & negative) and vocabulary for routines/free-time activities.***The Main Outcomes**:

- Students will learn to correctly use adverbs of frequency in sentences.

- Students will form and answer Present Simple questions (Do/Does).

- Students will practice asking and answering about everyday life.

- Students will develop speaking fluency through pair work.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | - Show quick pictures of daily routines (going to school, doing homework, eating, shopping).  - Ask: “What do you usually do every day?” | - Students share a few routines from their own lives (e.g., I go to school, I watch TV). | 5 mins |
| **Explanation** | -Present the grammar box on adverbs of frequency. Explain position in the sentence: before main verb (I always check my phone), after verb be (He is always late). Do examples with Ex.2. Then present the grammar box on Present Simple questions (Do/Does). Highlight: Does he work? (no -s with main verb). | - Students complete Ex.2 (place adverbs in sentences).  - Repeat examples after teacher.  - Copy rules for forming questions. | 10 mins |
| **Elaboration** | - Guide students through controlled practice:  1. Choose correct word order (Ex.3).  2. Complete grammar rules (Ex.4).  3. Put words in order to form questions (Ex.5). Then in pairs, ask and answer. | - Students do grammar exercises (Ex.3–5).  - Work in pairs to ask/answer questions like: Does your sister play games on her phone? | 20 mins |
| **Closing** | - Teacher asks a few pairs to share answers with the class.  - Summarize: “Today we learned adverbs of frequency and Present Simple questions.” | Speaking activity (Ex.6): Students ask and answer frequency questions (Do you ever switch your phone off? How often do you take photos?).  - Students practice pair speaking. A few share answers with the class. | 10mins |

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: Reading & Vocabulary – Stereotypes **Number of Classes**: 1

**Previous Learning**: *Students have learned about Present Simple, adverbs of frequency, and asking/answering about routines.*

**The Main Outcomes**:

- Students will read a short text and identify main ideas.

- Students will practice using strategies for understanding the main idea.

- Students will discuss and respond to stereotypes about teenagers.

- Students will build vocabulary related to habits, activities, and stereotypes.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | Time |
| **Engagement** | - Display the word Stereotype and write 2–3 examples on the board.  - Ask guiding questions: “What stereotypes do people have about teenagers?” | - Students brainstorm in pairs stereotypes they know and share them with the class.  - Then they compare with the list (a–d) in the book. | 5 min |
| **Explanation** | -Briefly highlight the Active Reading box (skimming for main ideas, not worrying about every word).  - Keep explanation short. | - Students read the Active Reading box aloud, underline useful tips, and give examples of how they already use these strategies. | 10 min |
| **Elaboration** | - Hand out or display the text \*Stereotypes! Are they true?  - Tell students: “Read quickly – don’t stop at difficult words. Match each stereotype (a–d) with one teenager (1–4).”  - Give prompts: “Which stereotype is common in your country? Do you agree or disagree? Why?”  - Give prompts: “Which stereotype is common in your country? Do you agree or disagree? Why? | - Students individually skim the text, underline key words, and match stereotypes (a–d) to comments (1–4).  - Students reread carefully in pairs, highlight evidence, and answer: – What news does Deman read? – What hobbies does Osama enjoy? – Why does Hamed say hobbies are important? – What sports does Mariam play? They then share answers with the class.  Students discuss in small groups (3–4). Each group prepares one stereotype they agree with and one they disagree with, using examples from their lives. Groups report back briefly. | 20 min |
| **Closing** | - Summarize by asking: “What did we learn today about stereotypes and reading strategies?” | - Students share one reading strategy they used and one stereotype they challenged. | 10 min |

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

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: Talking about Likes and Dislikes **Number of Classes**: 1

**Previous Learning**: *Students can talk about hobbies and likes/dislikes using simple sentences.***The Main Outcomes**:

- Students will understand how to ask and answer about likes and dislikes.

- Students will apply vocabulary to complete conversations and activities.

- Students will evaluate and justify choices for a friend’s graduation present.

- Students will create short dialogues about giving presents.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | -Show pictures of gifts (books, games, sports tickets).  - Ask: “If it were your friend’s graduation, what would you give?” Encourage predictions. | - Students share ideas, discuss likes/dislikes, and make guesses about the dialogue. | 5 mins |
| **Explanation** | -Play the audio of Fatima and Mum’s conversation. Highlight target phrases for talking about likes/dislikes. Check comprehension. | - Students listen, underline key phrases, and repeat sentences aloud. | 10 mins |
| **Elaboration** | - Guide students to complete the Speaking box and tick sentences in the dialogue.  - Model one example first.  - Assign the verb completion activity.  - Monitor and provide support.  - Ask pairs to plan a graduation gift for a friend using the target language. Encourage justification of choices. | - Students work in pairs to complete the box, discuss with partners, and explain choices.  - Students complete sentences using correct verbs from the box.  - Students create short dialogues, act them out, discuss preferences, and explain reasons. | 20 mins |
| **Closing** | - Summarize the lesson, highlighting useful expressions for likes/dislikes. Ask a few pairs to share their dialogues. | - Students reflect on what they learned, share ideas, and receive peer feedback. | 10mins |

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: *Listening and Vocabulary – Personal Podcasts* **Number of Classes**: 1

**Previous Learning**: *Students can talk about hobbies and likes/dislikes using simple sentences.***The Main Outcomes**:

- Students will understand the content of a simple personal podcast.

- Students will apply vocabulary to identify activities and complete sentences.

- Students will analyze and match information from listening exercises.

- Students will create short sentences or dialogues using the target vocabulary and prepositions.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | - Show pictures of activities (cleaning, reading, walking, cartoons, reality TV). Ask: “Which activities do you like, love, or can’t stand?” | - Students discuss in pairs, share preferences, and compare likes/dislikes. | 5 mins |
| **Explanation** | -Read the podcast summary aloud.  - Highlight key phrases about likes/dislikes and personal sharing. | - Students listen, underline key phrases, and discuss in pairs | 10 mins |
| **Elaboration** | - Play audio 1.6 (Alia and friends).  - Guide students to identify which activities each person enjoys. - Ask comprehension questions.  - Assign dictation activity (1.7) and preposition completion (1.8). Provide support and model examples. | - Students listen carefully, take notes, and check answers in pairs.  - students write five sentences using verbs and prepositions.  - In groups, discuss: “Do you ever tell anyone about all your hobbies?”  - Students create sentences, share with group, discuss personal experiences, and give peer feedback | 20 mins |
| **Closing** | - Summarize vocabulary and listening strategies.  - Ask a few students to share one sentence they created. | - Students reflect on what they learned and share one idea aloud. | 10mins |

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant:

**Subject**: English **Unit Title**: *The things we do* **Lesson** **Title**: Writing: A Personal Profile **Number of Classes**: 2

**Previous Learning**: Students can write simple sentences about themselves and talk about hobbies.**The Main Outcomes**:

- Students will **understand** the structure of a personal profile (personal info, daily routine, free time).

- Students will **analyze** and match information in a model profile with topics and photos.

- Students will **apply** guided writing strategies to describe their own daily life and free-time activities.

- Students will **create** a short personal profile using the model and writing box as a guide.

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| **Stages** | **Teacher’s Action** | **Learner’s Action** | **Time** |
| **Engagement** | - Show a sample personal profile with photos. Ask: “What information do you usually find in a profile?” | - Students brainstorm ideas (name, age, family, hobbies, etc.) | 10 mins |
| **Explanation** | -Read Dana’s personal profile with students.  - Guide them to match paragraphs 2–3 with photos (A–B) and paragraphs 1–3 with topics a–c. | - Students read, identify main ideas, and match texts with photos/topics. | 20 mins |
| **Elaboration** | - Give students comprehension questions:  1. Who does Dana live with? 2. What time does she usually get home after school? 3. What clubs does she go to after school? 4. Which club does she like most? 5. What does she do in her free time?  - Present WATCH OUT! box. Explain how to use and, but, so, because with examples. Then give Exercise 5 (choose correct words).  - Assign Exercise 6 (complete Nadia’s profile with phrases from the box). Monitor and provide support.  - Guide students to write their own personal profile (3 short paragraphs: personal info, daily routine, free time). Remind them to use linking words. Provide the graphic organizer as a planning tool. | - Students reread the profile, answer questions individually, then check in pairs.  - Students complete short notes about themselves (personal info, daily.  - Students create their own profile and share it orally/written with peers.  - Students plan, write, and edit their own profiles using the Writing box and linking words. | 40 mins |
| **Closing** | - Review the structure (Paragraph 1 = personal info, Paragraph 2 = daily routine, Paragraph 3 = free time) and linking words (and, but, so, because). Ask: “Which linking word did you use most in your writing?” | - Students reflect on their writing, share one sentence with linking words, and give peer feedback | 20 mins |

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

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Teacher's Name and signature: Supervisor’s signature: Principal's signature: School Development Consultant: