Textbook: Focus **Materials:** Whiteboard – Workbook; TB; worksheets Time: 55 mins **Objectives:** By the end of the lesson, the students will be able to: Use the verb to be in the negative and interrogative, full and short forms Write and pronounce correctly voc items related to School objects Classify vocabulary items related school objects Use capital letters correctly **Content/ procedure Techniques** Mode of Timing **Stages** and materials work T-S / S-T Warm-up Greeting students 5 mins Check Ss' homework BB Communiocation Workbook Ss do exercises number 1 and 2 page 7 Individual Whole class correction 15 mins Pair work T asks some students to perform a dialogue in which they talk about their personal information. - Ss do the following exercises: Grammar -Exercise N° 2 page 25: Ss complete the table in their copybooks. Then they choose the TB Individual correct form of the verb to be work Singular I am/ I'm I am not / I'm not Am I? You He She..... It 10 mins Plural We You They Worksheet -SS do the following exercise: 1- Choose the correct form of the verb to be. • I am / are fifteen years old. • Laila and I am / are friends. • We is / are Moroccan. • Is / are she from Canada? • The classroom is / are clean. • My favourite sport is / are football. • My favourite subjects is / are English and Art. 2- Complete the questions and the answers. Are you from Morocco? Yes, I'm • he an English teacher? Yes, •she in class 7? No, • Ahmed and Saida from Egypt? No, • Physics your favourite subject? Yes, BB -Whole class correction. -T draws the following chart and asks to fill it Vocabulary Name 3 things in the each one of the following: Worksheet Individual 15 mins classroom Schoolbag Pencil case work -Whole class correction. BB Workbook Ss do the following exercises: Exercise N° 4 page 8 Exercise N° 3 page 9 BBWhole class correction

Lesson plan

Unit: 2

Lesson: Review

Skills: Communication, Grammar, study skills, Skills work

Teacher: Ennouigued Zakaria

School : Achatie middle school

Target students: 9th grade