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جميع الحقوق محفوظة للقائمين على العمل



وزارة التعليم
Ministry of Education

المملكة العربية السعودية
وزارة التعليم

الإدارة العامة للتعليم
.....
مدرسة.

رؤية VISION
2030

Preparation Of Full Blast 6

Teacher :

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Full Blast 6

Unit (1)	Nowadays	Date			
Lesson(1A)	Give me a call	Class	3 rd <A>	3 rd 	3 rd <G>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Learning language related to phone calls • Making requests and offers • Asking for, giving and refusing permission • Expressing obligation, lack of obligation and prohibition 	<p>be engaged call back dial give sb a call hang up have the wrong number pick up return a call take/leave a message</p>	<p>1- Read Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue.</p> <p>2- Vocabulary Introduce vocabulary related to phone calls. Ask Ss to look at the pictures and read through the words.</p> <p>3- Grammar Present <i>can/could/may/will/would/must have to/need (to)/can't</i> and give Ss practice in using them in context. Ask Ss to read through the examples.</p> <p>4- Listen Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p>5- Speak Give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... 	<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (1)	Nowadays	Date				
Lesson (1b)	Fitness and fun	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.				
Teaching aids	<input type="radio"/> data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.				
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification	
<ul style="list-style-type: none"> • Talking about fitness • Expressing ability, possibility and lack of possibility • Making deductions • Expressing opinion. • Improve reading skills. • Improve writing skills. 	athlete beat (v) click (v) comment (n) contact energetic facility fee final(s) fitness gold I can't get enough In my view, ... log in machine medal offer (v) overweight password personal trainer race (n+v) session stick (v)	<p>1- Read Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p>2- Vocabulary Give Ss practice in differentiating between words that can easily be confused. Ask Ss to look at the pictures and read through the words.</p> <p>3- Grammar Present <i>can/could/be able to/may/might/must/ can't</i> and give Ss practice in using them in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p>4- Speak & Write Give Ss practice in expressing their opinion. Give Ss practice in writing a paragraph expressing their opinion. Present phrases that can be useful when expressing a personal opinion.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p>Evaluation:</p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.	
Home work:	They'll complete answering the exercises in their workbooks page. ().				
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				

Full Blast 6

Unit (1)	Nowadays	Date				
Lesson (1c)	Hot off the press	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about facts and procedures. • Passive Voice (Present Simple). • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	appealing article at this stage copy (n) deliver disk error font global warming insert interview (v) issue layout meeting nation package (v) print (v) researcher spelling visual	<p>1- Read Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p>2- Vocabulary Give Ss practice in using some of the vocabulary presented in the lesson in context. Ask Ss to look at the pictures and read through the words.</p> <p>3- Grammar present the Present Simple Passive and give Ss practice in using it in context.</p> <p>4- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>5- Speak & Write give Ss practice in making factual statements using the Passive Voice. give Ss practice in using the Present Simple Passive to write about facts.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p>Evaluation:</p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.
Home work:	They'll complete answering the exercises in their workbooks page. ().			
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....			

Full Blast 6

Unit (1)	Nowadays	Date				
Lesson (1d)	Marvelous machine	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
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<ul style="list-style-type: none"> • Talking about robot technology and inventions. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>against brain control discover electricity exist factory fictional harm (v) human intelligent invent law marvelous mow the lawn oil per cent (%) predict recent times surgery television various</p>	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue.</p> <p>3- Vocabulary Give Ss practice in differentiating between verbs that can be easily confused. Ask Ss to look at the pictures and read through the words underneath them.</p> <p>4- Grammar present the Passive Voice (Present Simple-Past Simple) and give Ss practice in using it in context.</p> <p>5- Listen Give Ss practice in listening for specific information. Make sure that they haven't got any unknown words.</p> <p>6- Speak & Write give Ss practice in using the structures, functions and vocabulary presented in the lesson by talking about inventions</p>	<p><input type="radio"/> Problem Solving</p> <p><input type="radio"/> discovery brain</p> <p><input type="radio"/> storming</p> <p><input type="radio"/> mental</p> <p><input type="radio"/> Maps</p> <p><input type="radio"/> self-learning</p> <p><input type="radio"/> cooperative</p> <p><input type="radio"/> learning</p> <p><input type="radio"/> Others...</p>	<p>Evaluation:</p> <p><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="radio"/> Use nonlinear information and key words.</p> <p><input type="radio"/> Assign for an additional reading, and writing practice.</p>
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Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (1)	Nowadays	Date				
Lesson (1e)	Can you live without it?	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Discussing advantages and disadvantages • Expressing opinion. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	addicted adult advantage avoid careless carry commercial communication disadvantage educational emergency exchange gadget harmful harmless helpless influence interrupt quality ringtone suitable useless waste time wisely	<p>1- Vocabulary Present adjective suffixes (-ful and -less). Ask Ss to look at the pictures and read through the words underneath them.</p> <p>2- Speak & Listen Give Ss practice in talking about television (advantages and disadvantages). give Ss practice in listening for gist.</p> <p>3- Speak & Write Give Ss practice in talking about the advantages and disadvantages of having a mobile phone. Provide Ss with a sample for writing a paragraph about the advantages or disadvantages of having a mobile phone. Give Ss practice in reading for specific information. Provide Ss with guidelines for writing a paragraph discussing advantages or disadvantages. Raise Ss' awareness of certain words and phrases that can be useful when discussing advantages and disadvantages. Give Ss practice in using phrases expressing opinion and listing points.</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others...	<p>Evaluation:</p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Assign for an additional reading, and writing practice.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (1)	Nowadays	Date				
Lesson	Round-up + Cross-curricular page	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.				
Teaching aids	<input type="radio"/> Data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.				
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification	
<ul style="list-style-type: none"> • Help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	addicted recent invented handy pick ntelligent aws fee quality	Vocabulary Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary. Grammar Ask Ss to read through the examples and draw their attention to the words. Speak Ask Ss to look at the pictures carefully and read through the speech bubble. Write Allow Ss time to write the sentences. Choose some Ss to read out their sentences. Now I can... Give Ss the opportunity to check their progress. Encourage learner autonomy. Rhyming Corner Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about. Science and Technology Museums introduce Ss to various facts related to science and technology museums.	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	Evaluation: <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for an additional reading, and writing practice.	
Home work:	They'll complete answering the exercises in their workbooks page. ().				
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				

Full Blast 6

Unit (2)	It's a fact	Date			
Lesson(2A)	A source of life	Class	3 rd <A>	3 rd 	3 rd <G> 3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Discussing scientific facts. • Describing geographical features. • Improve reading skills. • Improve writing skills. 	<p>approximately atmosphere bright by comparison clear in fact point (n) pole position possible prove spot (v) surface telescope tiny</p>	<p>1- Read Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue.</p> <p>2- Grammar Present and give Ss practice in using the article 'the'. Ask Ss to read through the examples.</p> <p>3- Pronunciation Familiarize Ss with stressed syllables. give Ss practice in finding the stressed syllables</p> <p>4- Listen Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p>5- Write Ask Ss to think about the most important geographical features in their country and make some notes. Explain that they should use their notes to write a paragraph about their country.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... 	<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (2)	It's a fact	Date				
Lesson (2b)	A day to remember	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Inviting and making arrangements. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p align="center"> announce arrange be sold out Get out of here have a word with sb I reckon It's sorted let sb down venue Yep You can say that again </p>	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>3- Vocabulary Help Ss deduce the meaning of some expressions with <i>way</i>. Ask Ss to look at the pictures and read through the words underneath them.</p> <p>3- Grammar Present the full and the bare infinitive and give Ss practice in using them in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p>4- Speak & Write Give Ss practice in inviting and making arrangements through pair work. Provide Ss with a plan of an informal letter or e-mail of invitation. give Ss practice in writing an e-mail</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others...	<p><u>Evaluation:</u></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Assign for practice with the simple present tense.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (2)	It's a fact	Date				
Lesson (2c)	Good night!	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about dreams. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	awake be aware of be likely to behind the wheel blind catch up common consider emotion get used to human being image lack of lead to lifetime list make sense mind perhaps research sense (n) sleepy smell (n) sound (n) study (n) touch (n) within	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>3- Grammar present and give Ss practice in using the <i>-ing</i> form and give Ss practice in using it in context.</p> <p>4- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>5- Speak & Write Give Ss the opportunity to practice the vocabulary, structures and functions presented in this lesson through pair work. Give Ss practice in writing a description of a dream.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p><u>Evaluation:</u></p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (2)	It's a fact	Date				
Lesson (2d)	Keep it green!	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about environmental problems. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	amount calculate charge coal decade fill fuel gas global warming globally government journey reduce regularly run on (=use) single take measures tax	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue.</p> <p>3- Grammar Present should/shouldn't and give them practice in using it in context and give Ss practice in using it in context.</p> <p>4- Pronunciation Play the CD and tell Ss to repeat and listen for the difference in pronunciation between <i>website</i> and <i>destroy</i>. <i>Ask Ss to tick the sound they hear..</i></p> <p>5- Speak give Ss the opportunity to practice the vocabulary, structures and functions presented in this lesson through pair work.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p><u>Evaluation:</u></p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for an additional reading, and writing practice.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (2)	It's a fact	Date				
Lesson (2e)	Let's celebrate!	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
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<ul style="list-style-type: none"> • Describing festivals/celebration s/events. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p align="center">candle decoration fireworks lantern streamer</p> <p align="center">admire annual blossom cherry date back gather</p> <p align="center">grapes lively occasion pleasant savory</p>	<p>1- Vocabulary Give Ss practice in talking about popular celebrations. Ask Ss to look at the pictures and read through the words underneath them.</p> <p>2- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>3- Speak & Write Provide Ss with a sample description of a celebration. Give Ss practice in reading for specific information. Give Ss practice in talking about a celebration/ festival they know about. Provide Ss with a concise plan of a description of an event. Give Ss practice in writing a description of a celebration/festival/event they know about.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for an additional reading, and writing practice.
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Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (2)	It's a fact	Date				
Lesson	Round-up + Cross-curricular page	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
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<ul style="list-style-type: none"> • Help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>venues</p> <p>make</p> <p>regularly</p> <p>aware</p> <p>bright</p> <p>common</p>	<p>Vocabulary Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p>Grammar Ask Ss to read through the examples and draw their attention to the words.</p> <p>Speak Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p>Write Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p>Now I can... Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p>Rhyming Corner Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p>The Solar Project introduce Ss to various facts related to solar energy.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <ul style="list-style-type: none"> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for an additional reading, and writing practice.
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Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (3)	Challenge	Date				
Lesson(3A)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

<i>Objectives:</i>	<i>Vocabulary</i>	<i>Procedure</i>	<i>Modern teaching strategies</i>	<i>Verification</i>
<ul style="list-style-type: none"> • Talking about crimes • Asking for confirmation and expressing surprise • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>arrest burglar burglary criminal detective inspector investigate pickpocket pickpocketing rob robber robbery shoplift shoplifter shoplifting solve steal theft thief</p>	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Vocabulary Present words related to crime. Raise Ss' awareness of nouns (both abstract and as an agent) related to crime .Ask Ss to look at the pictures and read through the words underneath them.</p> <p>3- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>4- Grammar Present and give Ss practice in using Subject Object questions. Ask Ss to read through the examples in the grammar box.</p> <p>5- Speak give Ss practice in revising the structures, functions and vocabulary presented in this lesson through group work.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... 	<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (3)	Challenge	Date				
Lesson (3b)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.				
Teaching aids	<input type="radio"/> data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.				
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification	
<ul style="list-style-type: none"> • Talking about DIY. • Understanding instructions. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	turn down turn into turn off turn on turn out turn over turn up have a point I can't be bothered I can't hear myself think It's a piece of cake It's supposed to be... Whatever you say	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>3- Vocabulary Introduce and give Ss practice in using some phrasal verbs with <i>turn</i> Ask Ss to look at the pictures and read through the words underneath them.</p> <p>4- Grammar Present and give Ss practice in using reflexive pronouns and give Ss practice in using them in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p>5- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information.</p> <p>6- Speak Give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p style="text-align: center;"><u>Evaluation:</u></p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for practice with the simple present tense.	
Home work:	They'll complete answering the exercises in their workbooks page. ().				
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				

Full Blast 6

Unit (3)	Challenge	Date				
Lesson (3c)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about friendships. • Talking about imaginary situations. • Asking for and giving advice. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>deal with excuse (n)</p> <p>in need keep it up</p> <p>laugh at sb make an effort make fun of presentation</p> <p>pretend previous public speaking</p> <p>ridiculous</p> <p>solution treat (v)</p> <p>(=pay for) trouble</p> <p>(v) unfair</p>	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>3- Grammar Present and give Ss practice in using Conditional Sentences Type 2 and give Ss practice in using it in context.</p> <p>4- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>5- Speak Give Ss the opportunity to practice the vocabulary, structures and functions presented in this lesson through pair work.</p> <p>6- Write Provide Ss with a plan of a letter to a friend asking for or giving advice.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (3)	Challenge	Date			
Lesson (3d)		Class	3 rd <A>	3 rd 	3 rd <G>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.			
Teaching aids	<input type="radio"/> data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.			
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about volunteering • Understanding dictionary entries. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	amaze apart from based care (n+v) charity danger donation educate extremely fundraising event have a right illness injury nurse patient (n) raise money smile (n) tough treat (=care for) volunteer war	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue.</p> <p>3- Vocabulary Give Ss practice in guessing the meaning of some of the vocabulary presented in the lesson. Give Ss practice in looking up words in a dictionary.</p> <p>4- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>5- Pronunciation Have Ss differentiate between the pronunciations of <i>gh</i> in words. give Ss practice in identifying the /f/ sound of <i>gh</i></p> <p>5- Speak & Write give Ss practice in using the vocabulary, structures and functions of the lesson through an oral activity. give Ss practice in writing.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p><u>Evaluation:</u></p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.
Home work:	They'll complete answering the exercises in their workbooks page. ().			
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....			

Full Blast 6

Unit (3)	Challenge	Date				
Lesson (3e)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
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<ul style="list-style-type: none"> • Writing an e-mail based on prompts. • Expressing enthusiasm. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>adventurous bungee jumping competitor</p> <p>congratulations contest contestant details</p> <p>enter a competition first/second/third... place</p> <p>hang-gliding judge photography</p>	<p>1- speak give Ss practice in talking about competitions. Ask Ss the first question. Elicit answers.</p> <p>2- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>3- Speak & Write help Ss prepare for the writing activity, prepare Ss for the writing activity. Provide Ss with a sample for writing an e-mail based on prompts. Give Ss practice in giving answers based on prompts. give Ss practice in writing an e-mail based on prompts.</p>	<ul style="list-style-type: none"> <input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... 	<p>Evaluation:</p> <ul style="list-style-type: none"> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for an additional reading, and writing practice.
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Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (3)	Challenge	Date				
Lesson	Round-up + Cross-curricular page	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.				
Teaching aids	<input type="radio"/> Data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.				
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification	
<ul style="list-style-type: none"> • Help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	thief solution audience volunteer ridiculous robber illness competitors adventurous burglaries owner	<p>Vocabulary Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p>Grammar Ask Ss to read through the examples and draw their attention to the words.</p> <p>Speak Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p>Write Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p>Now I can... Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p>Rhyming Corner Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p>Mohammad^(PBUH). The Messenger of Mercy discuss different aspects of the Prophet Mohammad's (PBUH) life</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	<p><u>Evaluation:</u></p> <p><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="radio"/> Use nonlinear information and key words.</p> <p><input type="radio"/> Assign for an additional reading, and writing practice.</p>	
Home work:	They'll complete answering the exercises in their workbooks page. ().				
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....				

Full Blast 6

Unit (4)	Have a nice trip!	Date				
Lesson(4A)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

<i>Objectives:</i>	<i>Vocabulary</i>	<i>Procedure</i>	<i>Modern teaching strategies</i>	<i>Verification</i>
<ul style="list-style-type: none"> • Talking about alternative types of holiday • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>backpacking</p> <p>holiday cruise</p> <p>guided city tour</p> <p>holiday by the seaside safari</p>	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>3- Grammar Present the full and the bare infinitive and give Ss practice in using them in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p>4- Listen Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p>5- speak Give Ss practice in revising the structures, functions and vocabulary presented in this lesson through pair work. Draw their attention to the ideas in the box and explain the task.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... 	<p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (4)	Have a nice trip!	Date				
Lesson (4b)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
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<ul style="list-style-type: none"> • Talking about misfortunes • Reporting commands and requests • Writing an account of a true event. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p>agritourism bucket cow mud order pass by shed since (=because) spade stable steer clear of take a break the outdoors The next thing I knew.</p>	<p>1- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>2- Vocabulary Introduce some expressions with <i>time</i> through a matching activity. Ask Ss to look at the pictures and read through the words underneath them.</p> <p>3- Grammar Present and give Ss practice in using Reported Speech (Commands and Requests). Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p>4- Speak & Write give Ss practice in using the vocabulary, structures and functions of the lesson by talking about a true event. Provide Ss with a plan of an informal letter or e-mail of invitation. give Ss practice in writing an e-mail</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... 	<p>Evaluation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Assign for practice with the simple present tense.
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Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (4)	Have a nice trip!	Date				
Lesson (4c)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about misfortunes • Narrating an experience. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	announcement break down complaint delay delayed disorganized dissatisfied hardly impatient impolite impossible luxurious organised patient (adj) run out of sail (v) satisfied service shock tasteless uncomfortable unpleasant unsuccessful	<p>1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. Give Ss practice in identifying specific information in the dialogue.</p> <p>3- Vocabulary Give Ss practice in forming opposites with negative prefixes (un-, dis-, im-) and give Ss practice in using it in context.</p> <p>4- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p>5- Speak Give Ss the opportunity to practice the vocabulary, structures and functions presented in this lesson through pair work. Give Ss practice in writing a description of a dream.</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others...	<p><u>Evaluation:</u></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....

Full Blast 6

Unit (4)	Have a nice trip!	Date			
Lesson (4d)		Class	3 rd <A>	3 rd 	3 rd <G> 3 rd <D>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.			
Teaching aids	<input type="checkbox"/> data show <input type="checkbox"/> a recorder <input type="checkbox"/> sampler <input type="checkbox"/> materials <input type="checkbox"/> photos <input type="checkbox"/> signs <input type="checkbox"/> others.			
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Talking about gestures. • Discussing cultural differences. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	accept behavior bump into custom familiar with foreigner gift guest host make a fool of oneself offend owe pour raise refuse remove slight	<p>1- Vocabulary Give Ss practice in talking about popular celebrations. Ask Ss to look at the pictures and read through the words underneath them.</p> <p>2- Read Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue.</p> <p>4- Pronunciation Present how stress affects meaning. Give Ss practice in using stress to convey a specific meaning.</p> <p>5- Speak Give Ss the opportunity to practice the vocabulary, structures and functions presented in this lesson through pair work.</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others...	<p><u>Evaluation:</u></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.
Home work:	They'll complete answering the exercises in their workbooks page. ().			
Evaluation tools	<input type="checkbox"/> Oral tests <input type="checkbox"/> written tests <input type="checkbox"/> observation <input type="checkbox"/> discussion <input type="checkbox"/> exercises <input type="checkbox"/> activities <input type="checkbox"/> others.....			

Full Blast 6

Unit (4)	Have a nice trip!	Date				
Lesson (4e)		Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.			
Teaching aids	<input type="radio"/> Data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.			
Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
<ul style="list-style-type: none"> • Learning to differentiate between formal and informal language. • Writing a semi-formal e-mail asking for information. • Improve reading skills. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	beginner choice excitement furthermore instructor minimum require resort scenery slope special offer unbelievable	1- Warm-up Introduce the topic of the lesson. Draw Ss' attention to the title of the lesson and the pictures on the page. 2- Listen Give Ss practice in listening for gist. Give Ss practice in listening for specific information . 3- Speak & Write Provide Ss with a sample for writing a semiformal e-mail asking for information. Provide Ss with some advice on how to write a semi-formal e-mail. Present and give Ss practice in using indirect questions. Provide Ss with a plan for writing a semiformal e-mail asking for information. Prepare Ss for the writing activity. Familiarize Ss with phrases/words which are appropriate for a semi-formal e-mail. give Ss practice in using the vocabulary, structures and functions of the lesson through pair work. give Ss the opportunity to write a semi-formal e-mail asking for information.	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others...	Evaluation: <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="radio"/> Use nonlinear information and key words. <input type="radio"/> Assign for an additional reading, and writing practice.
Home work:	They'll complete answering the exercises in their workbooks page. ().			
Evaluation tools	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....			

Full Blast 6

Unit (4)	Have a nice trip!	Date				
Lesson	Round-up + Cross-curricular page	Class	3 rd <A>	3 rd 	3 rd <G>	3 rd <D>

Introduction a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

Teaching aids Data show a recorder sampler materials photos signs others.

Objectives:	Vocabulary	Procedure	Modern teaching strategies	Verification
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<ul style="list-style-type: none"> • Help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities. • Improve writing skills. • Enable the pupils to illustrate information from a paragraph. 	<p align="center">globe</p> <p align="center">backpacking</p> <p align="center">tan</p> <p align="center">marine</p> <p align="center">guided</p> <p align="center">brochure</p>	<p>Vocabulary Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p>Grammar Ask Ss to read through the examples and draw their attention to the words.</p> <p>Speak Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p>Write Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p>Now I can... Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p>Rhyming Corner Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p>Madain Saleh inform Ss about a place of interest in Saudi Arabia</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others...	<p>Evaluation:</p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.
		<input type="checkbox"/> Use nonlinear information and key words.		
<input type="checkbox"/> Assign for an additional reading, and writing practice.				

Home work: They'll complete answering the exercises in their workbooks page. ().

Evaluation tools Oral tests written tests observation discussion exercises activities others.....