

**Kingdom Of Saudi Arabia Educating Management Of Area……………**

**Ministry Of Education School Name………………**

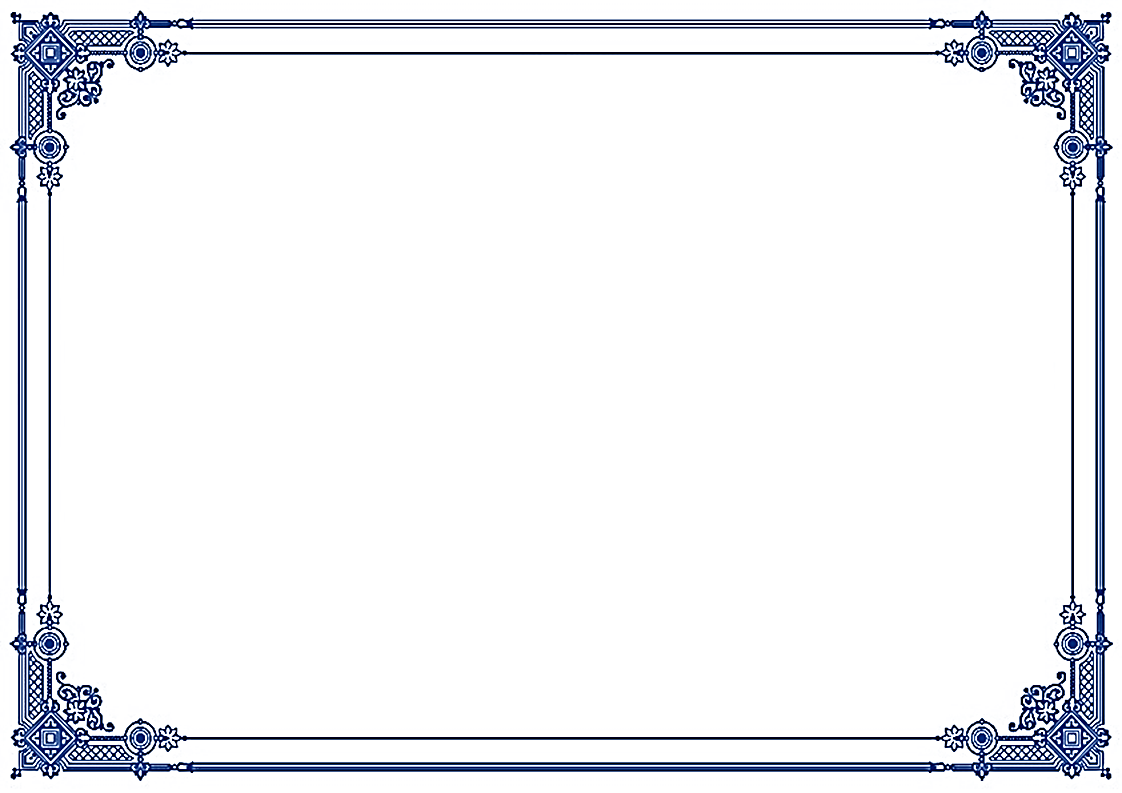
**Stage \ Secondary – credits system compulsory program**

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| Weekly Class Schedule | | | | | | | |
| **Seventh** | **Sixth** | **Fifth** | **Fourth** | **Third** | **Second** | **First** | **Shares**  **Days** |
|  |  |  |  |  |  |  | **Sun.** |
|  |  |  |  |  |  |  | **Mon.** |
|  |  |  |  |  |  |  | **Tues.** |
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Subject Teacher Director of School

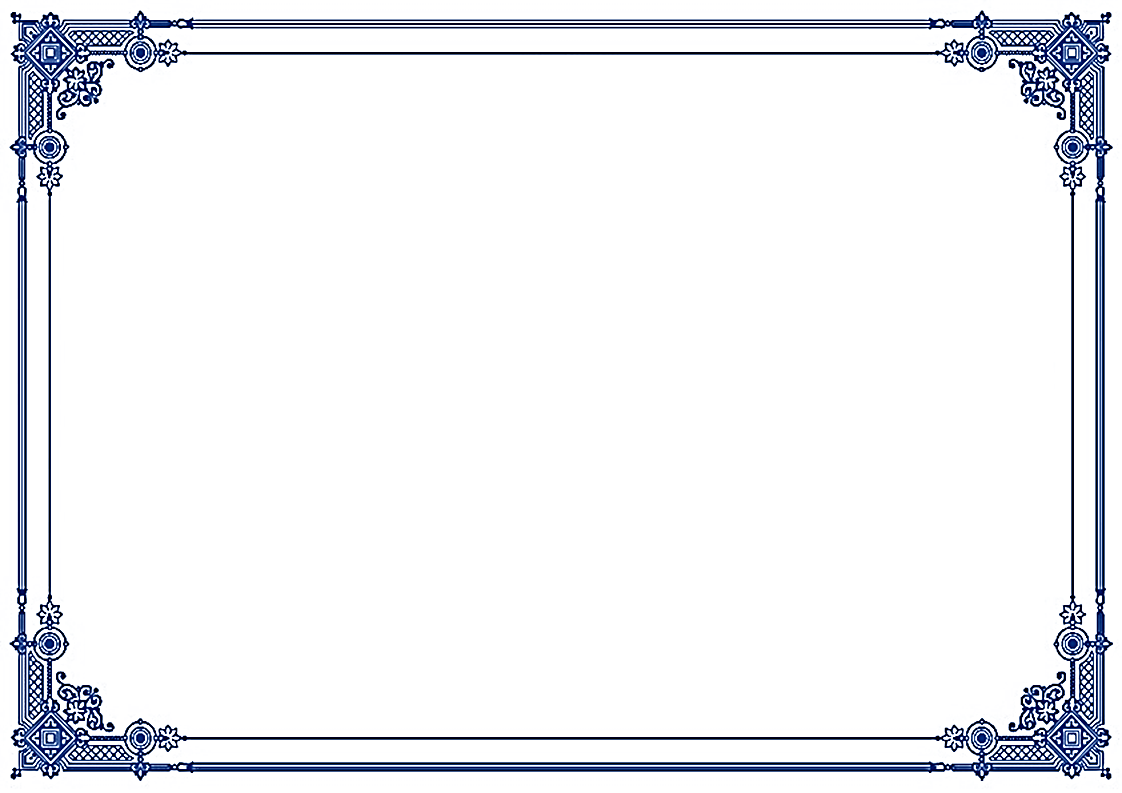
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**General Objective of Teaching English in Secondary Stage**

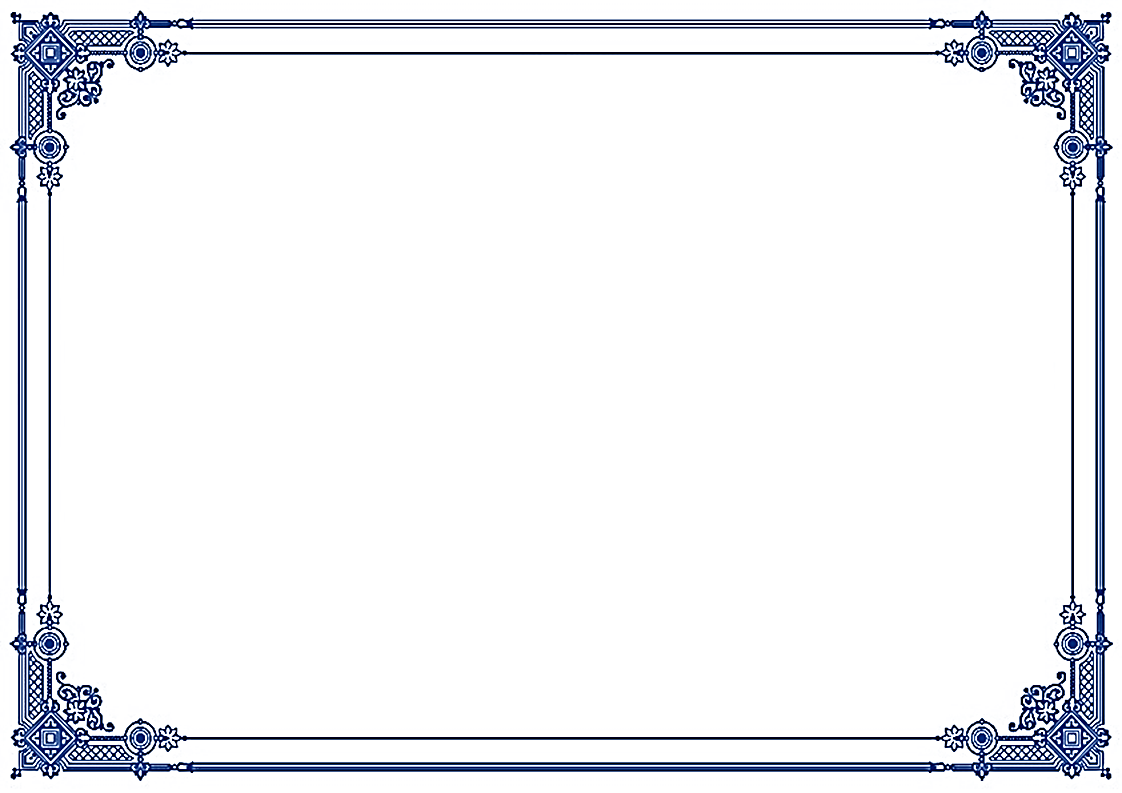
**By the end of the secondary stage and within the assigned structures and vocabulary for this stage, students should be able to do the following:**

1. Use English language structures and analyze them to understand the relationships among them
2. Learn the assigned vocabulary ,idioms ,and expressions and understand their meanings in context
3. Acquire the ability to listen to comprehend English language and to distinguish between different intonations
4. Participate in conversations and discussions using proper English
5. Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding
6. Write a free-essay of three paragraphs using correct English
7. Translate English text into Arabic and vise versa
8. Realize the importance of English in the local job market
9. Be aware of the importance of English as an international language of communication for introducing Islam, our culture, and our cultural achievements to others
10. Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching; through texts representing various life situations
11. Gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture.



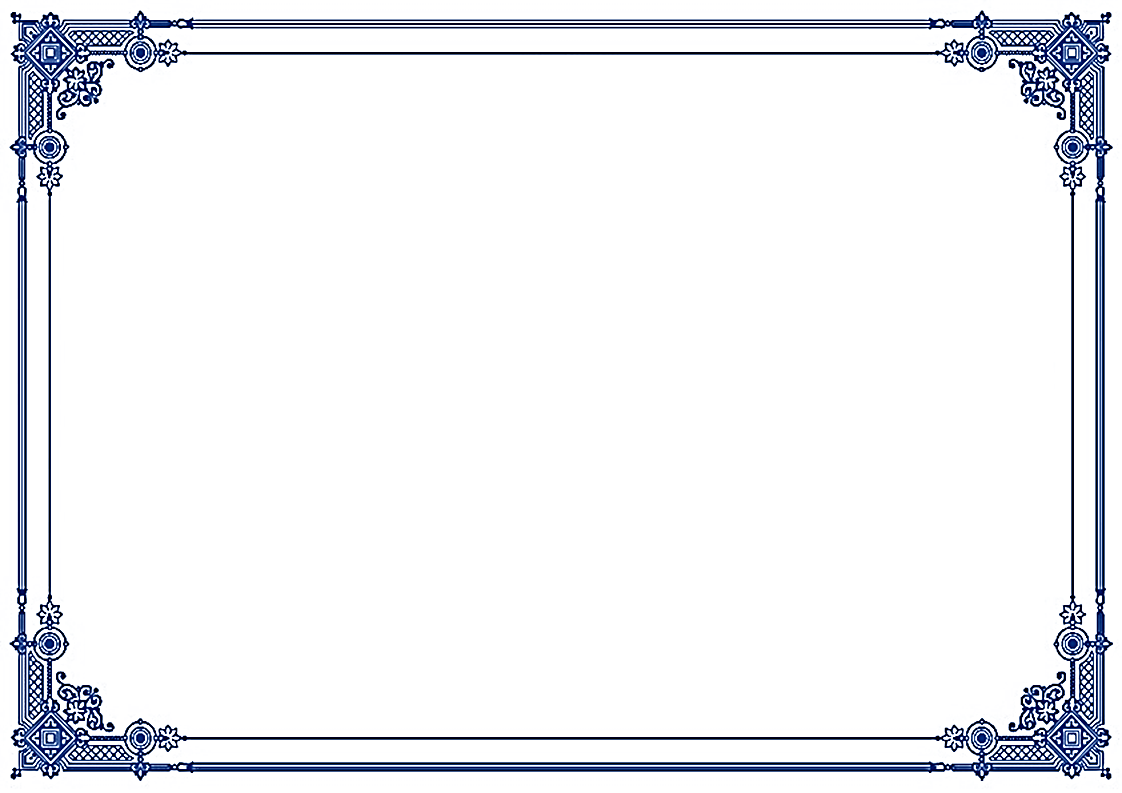
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| **Studding Year** | **Studding Term** | **Subject** | **Stage** |
| **1435 / 1436 H** | **Firs** | **Flying High 5** | **Secondary** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **25\11\1435**  **9\11\1435** | **Unit 1**  **Learning for life** | **7** | **2\1\1436**  **6\1\1436** | **Unit 3**  **Game on !** | **13** | **17\2\1436**  **21\2\1436** | **Unit 5**  **History’s mysteries** |
| **2** | **13\11\1435**  **17\11\1435** | **Unit 1**  **Learning for life** | **8** | **9\1\1436**  **14\1\1436** | **Unit 3**  **Game on !** | **14** | **24\2\1436**  **28\2\1436** | **Unit 5**  **History’s mysteries** |
| **3** | **20\11\1435**  **24\11\1435** | **Unit 1**  **Learning for life** | **9** | **17\1\1436**  **22\1\1436** | **Unit 3**  **Game on !** | **15** | **1\3\1436**  **5\3\1436** | **Unit 6**  **Shop until you drop** |
| **4** | **27\11\1435**  **2\12\1435** | **Unit 2**  **Appliance of science** | **10** | **25\2\1436**  **29\2\1436** | **Unit 4**  **Culture , old and new** | **16** | **8\3\1436**  **12\3\1436** | **Unit 6**  **Shop until you drop** |
| **5** | **18\12\1435**  **22\12\1435** | **Unit 2**  **Appliance of science** | **11** | **3\2\1436**  **7\2\1436** | **Unit 4**  **Culture , old and new** | **17** | **15\3\1436**  **19\3\1436** | Final test |
| **6** | **25\12\1435**  **29\12\1435** | **Unit 2**  **Appliance of science** | **12** | **10\2\1436**  **14\2\1436** | **Unit 4**  **Culture , old and new** | **18** | **22\3\1436**  **26\3\1436** | Final test |



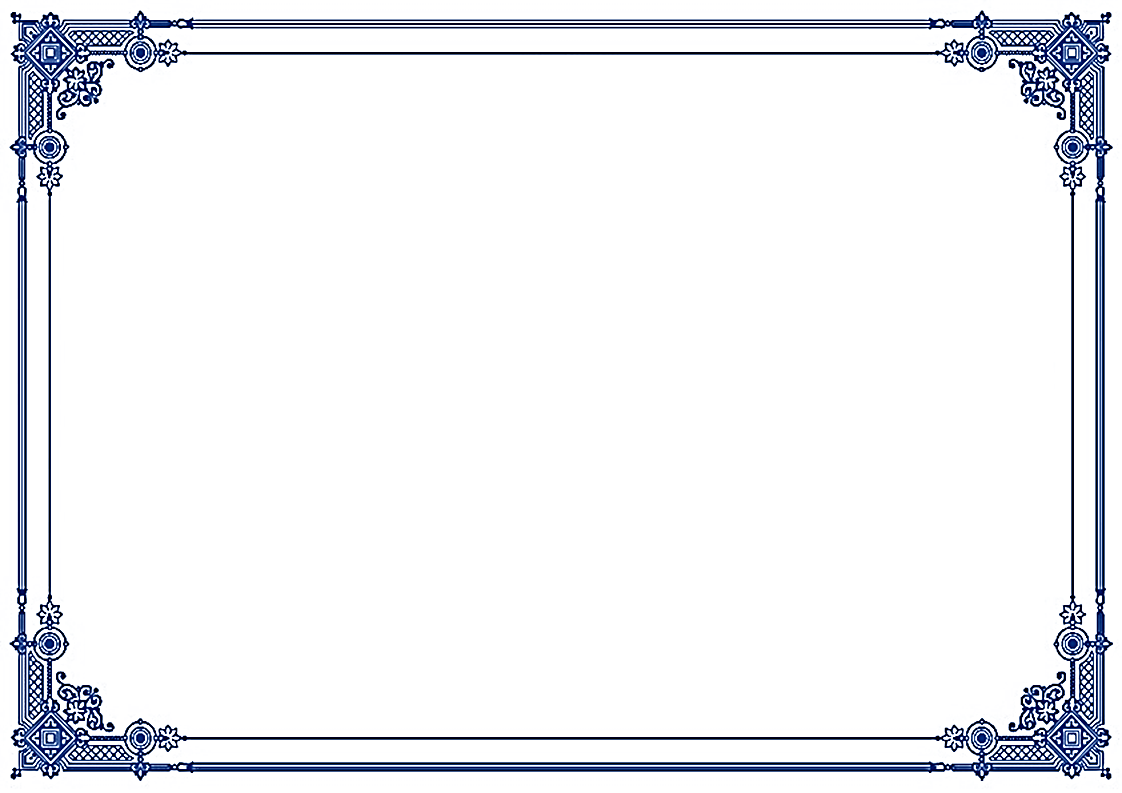
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| **Studding Year** | **Studding Term** | **Subject** | **Stage** |
| **1435 / 1436 H** | **Second** | **Flying High 5** | **Secondary** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **5/4/1436**  **9/4/1436** | **Unit 1**  **Learning for life** | **7** | **17/5/1436**  **21/5/1436** | **Unit 3**  **Game on !** | **13** | **8/7/1436**  **12/7/1436** | **Unit 5**  **History’s mysteries** |
| **2** | **12/4/1436**  **16/4/1436** | **Unit 1**  **Learning for life** | **8** | **24/5/1436**  **28/5/1436** | **Unit 3**  **Game on !** | **14** | **15/7/1436**  **19/7/1436** | **Unit 5**  **History’s mysteries** |
| **3** | **19/4/1436**  **23/4/1436** | **Unit 1**  **Learning for life** | **9** | **9/6/1436**  **13/6/1436** | **Unit 3**  **Game on !** | **15** | **22/7/1436**  **26/7/1436** | **Unit 6**  **Shop until you drop** |
| **4** | **26/4/1436**  **30/4/1436** | **Unit 2**  **Appliance of science** | **10** | **16/6/1436**  **20/6/1436** | **Unit 4**  **Culture , old and new** | **16** | **29/7/1436**  **3/8/1436** | **Unit 6**  **Shop until you drop** |
| **5** | **3/5/1436**  **7/5/1436** | **Unit 2**  **Appliance of science** | **11** | **23/6/1436**  **27/6/1436** | **Unit 4**  **Culture , old and new** | **17** | **6/8/1436**  **10/8/1436** | Final test |
| **6** | **10/14/1436**  **14/5/1436** | **Unit 2**  **Appliance of science** | **12** | **1/6/1436**  **5/7/1436** | **Unit 4**  **Culture , old and new** | **18** | **13/8/1436**  **17/8/1436** | Final test |



**التقويم الدراسي   للعام 1435 / 1436 هـ**

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| **الموضـوع** | **الـتاريخ الهجـري** | **الـتاريخ الـميلادي** |
| **بداية الدراسة للفصل الدراسي الأول** | **الأحد 5 / 11 / 1435هـ** | **31/ 8 / 2014 م** |
| **إجازة اليوم الوطني** | **الثلاثاء 28/11/1435هـ** | **23/9/2014م** |
| **بداية إجازة عيد الأضحى** | **نهاية دوام الأحد 4/12/1435هـ** | **28/9/2014م** |
| **بداية الدراسة بعد أجازه عيد الأضحى** | **الأحد 18/ 12/1435هـ** | **12/ 10/ 2014 م** |
| **بداية اختبار الفصل الدراسي الأول** | **الأحد 13/3/ 1436هـ** | **4 / 1 / 2015 م** |
| **بداية إجازة منتصف العام** | **نهاية دوام يوم الخميس 24/3/1436هـ** | **15 / 1 / 2015 م** |
| **بداية الدراسة للفصل الدراسي الثاني** | **الأحد 5/ 4/ 1436هـ** | **25 / 1 / 2015 م** |
| **بداية إجازة منتصف الفصل الدراسي الثاني** | **نهاية دوام الخميس 28/ 5 / 1436هـ** | **19 / 3 / 2015 م** |
| **بداية الدراسة بعد إجازة منتصف الفصل الثاني** | **الأحد 9/6/1436هـ** | **29/3/2015م** |
| **بداية اختبارات الفصل الثاني** | **الأحد 9/8/1436هـ** | **24/5/2015م** |
| **بداية إجازة نهاية العام** | **نهاية دوام الخميس 17/8/1436هـ** | **4 / 6 / 2015 م** |
| **بداية العام الدراسي 1436/ 1437 هـ** | **الأحد 8/ 11 / 1436هـ** | **23 / 8 / 2015 م** |
| **عدد أسابيع الدراسة للفصل الدراسي الأول** | **(18) أسبوعاً + يوما واحدا (تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| **عدد أسابيع الدراسة للفصل الدراسي الثاني** | **(18) أسبوعاً (تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| **عدد أيام الدراسة الفعلية للفصلين** | **(181) يوماً (تشمل أيام الدراسة وأيام الاختبارات)** | |
| **عدد الإجازات أثناء العام الدراسي** | **(4)  إجازات** | |
| **عدد أيام إجازة عيد الأضحى** | **(12) يوماً** | |
| **عدد أيام إجازة منتصف العام الدراسي** | **(9)  أيام** | |
| **عدد أيام إجازة منتصف الفصل الثاني** | **(9)  أيام** | |



**مسرد تحضير مادة اللغة الإنجليزية**

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| **اليوم** | **التاريخ** | **الصف** | **الحصة** | **عنوان الدرس** | **التوقيع** |
| الأحد | / / 14هـ |  |  |  |  |
| الاثنين | / / 14هـ |  |  |  |  |
| الثلاثاء | / / 14هـ |  |  |  |  |
| الأربعاء | / / 14هـ |  |  |  |  |
| الخميس | / / 14هـ |  |  |  |  |

**The principal**

**...............................**

**Teacher:**

**………………………..**

**Supervisor:**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***School and university subjects .*** | **Lesson ( 1 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs, complete the crossword with the missing words .

**WB** ex. 1on page 2 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Learning for life

**Developing vocabulary :**

- School and university subjects .

- Words connected with school and university.

***Vocabulary:***

medicine – media studies – PE – law – certificate

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

Learning for life means the ongoing learning process that goes on throughout one’s lifetime .

**Discuss .**

***Learning Strategy***

**Procedure**

Discussion

Brainstorm

Role Play

**HOMEWORK**

**-** The teacher divides the students into five or six groups .

**-** In pairs, students match the school subjects with the books.

**-** In pairs, the students fill in the table. Check that they understand all the school subjects .

**-** Play the CD for students to listen to four teachers giving instructions and asking questions.

**-** In pairs, the students complete the sentences with the words and phrases from the box .

**-** In pairs, the students ask and answer the questions .

**-** Elicit feedback . Students check answers in pairs .

**Workbook**

**-** The students change one word to make a correct sentence.

**WB** ex. 2 on page 2 .

**-** The students underline the odd one out .

**WB** ex. 3 on page 2 .

**T. Development**

**Classroom Tips**

**-** Groupwork

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Reading  ***Words connected with school and university*** | **Lesson ( 2 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**Teaching Aids**

**OBJECTIVES**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs , match the letter with the definitions .

**WB** ex. 3 on page 3 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Learning for life

**Develop reading skills :**

- Reading for general and specific information .

***Vocabulary:***

lecture - tutor – cope with – bound with - employer

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

- What do you think the advantages and disadvantages of going to university ?

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** Set a two-minute time limit for students to write down any words that they associate with university .

**-** The students discuss the questions , in pairs .

**-** The students compare their ideas in an open-class discussion .

**-** Set a time limit of three minutes to encourage students to read the text and answer the questions .

**-** Students match the underlined words in the texts with the

explanations .

**-** In pairs or small groups, students discuss the questions about themselves .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students choose the correct alternative by using information from the text .

**WB** ex. 4 on page 3 .

**-** The students answer the questions about themselves.

**T. Development**

**Student training**

**-** **Reading for general and specific information .**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 3 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , complete the sentences with the correct verbs from 1 .

**WB** ex. 2 on page 4 .

**Pupils will be able to**

**Grammar in context :**

- Modal verbs of :

obligation, prohibition,

advice and permission .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

Test before you teach to :

determine what students can and cannot do – this helps to identify a starting point and adapt the lesson to best suit students’ needs.

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students read the sentences and complete the rules with the words in bold .

**-** The students say if the sentences are true or false .

**-** Refer students to the ***Grammar reference***on **page 14** .

**-** In pairs, the students look at the school rules and choose the correct alternative .

**-** In pairs, the students write true school rules for their school using *must, mustn’t, can, can’t, have to, don’t have to* and the verbs .

**-** In pairs, the students complete the second sentence using the correct form of the word(s) given and any other words .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**T. Development**

**HOMEWORK**

**Language**

- Modal verbs .

**Pronunciation**

Contractions

**Workbook**

**-** The students choose the correct alternative .

**WB** ex. 3 on page 4 .

**-** The students match 1 – 8 with a – h .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Noun suffixes -er, -or, -ist, -ian, -ee*** | **Lesson ( 4 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**Teaching Aids**

**OBJECTIVES**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , match the jobs to the pictures .

**WB** ex. 1on page 5 .

**Pupils will be able to:**

**Grammar in context :**

- Modal verbs of :

( Advice – Permission )

**Developing vocabulary** :

- Noun suffixes -er, -or, -ist, -ian, -ee .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

Fast finishers - Elicit feedback .

**-** The students discuss what type of words they have to put in the gaps in a cloze activity, ex. 5 .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students make a list of advice to give a friend who wants to be a maths teacher one day .

**-** In pairs, students compare their lists with another pair and see if they are similar.

**-** In pairs, the students look at the words with suffixes which make nouns. The students decide if they are nouns for people or things.

**-** Students match the words in 1 and 2 with the definitions .

**-** Play the CD for students to listen to the words in the box

in 2 and mark in the stress.

**-** The students complete the sentences with words from 1 and 2. **-** Elicit feedback . Students check answers in pairs .

**-** The teacher could organize the students in an ‘onion ring’.

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students add the correct suffixes to make jobs titles .

**WB** ex. 2 on page 5 .

**T. Development**

**Student training**

- Cloze activities .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Listening | **Lesson ( 5 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**Teaching Aids**

**OBJECTIVES**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Learning for life

**Developing Listening skills :**

- Listening for general and specific information .

- cultural information .

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in small groups , write a list of extra curricula activities they can do at school or university.

**SB** ex. 1b on page 10 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**- The students play ‘word tennis’:**

In pairs, students take turns to ‘serve’ a suffix. Their partner must provide a correct word for the suffix to win a point.

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, students look at the photos and name the different extra-curricular activities they can do at school or at university.

**-** In pairs , students make a list of any other extra-curricular activities and clubs that are in schools in their country.

**-** Elicit opinions from different students around the class.

**-** Play the CD for the students to listen to four people talking about extra-curricular activities and decide which activities they talk about.

**-** Play the CD again for the students to listen and complete the sentences.

**-** Elicit feedback . Students check answers in pairs .

**-** In small groups, students take it in turns to ask and answer the questions about themselves .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Practising**

**-** The students Play the CD several times for practicing listening for general and specific information .

**Classroom Tips**

- Listening tasks

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 6 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , choose the correct alternative to make first conditional sentences .

**WB** ex. 2 on page 6 .

Test before you teach

If they seem familiar with the use of ***the* *first* and *second conditionals*** , go through the *Grammar guide* exercises quickly with the whole class.

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Learning for life

**Grammar in context :**

- First and second conditionals .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** Refer students to the *Grammar reference* on **page 14**.

**-** In pairs, students look at the sentences and say which are first conditionals and which are second conditionals .

**-** in pairs , the students put the verbs given in the correct form to make first conditional sentences.

**-** In pairs, the students complete the dialogues with the verbs in the second conditional.

**-** In pairs, the students complete the text with the verbs in the correct form of the first or second conditional.

**-** Students complete the sentences with a true information about themselves. In groups, they compare their sentences

**-** In pairs, students complete the questions, then they use their questions to interview other students.

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students look at the pictures and make sentences in the second conditional .

**WB** ex. 3 on page 6 .

**T. Development**

**Student training**

- Tips for revising

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Developing speaking | **Lesson ( 7 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Teaching Aids**

**Presentation**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , complete five of the expressions to describe the picture .

**WB** ex. 1 on page 7 .

**Warm up**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Learning for life

**Developing speaking :**

- Describing photos .

- practice speaking .

Blackboard

The textbook

Newspaper

CD

Audio

**-** In pairs, the students try to make the longest string of sentences using the second conditional , Start with an example ***If I won a lot of money***and ask a student to complete the sentence .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students look at the photo and write six words they could use to describe it.

**-** Play the CD for students to listen to somebody talking about the photo in 1.

.

**-** Ask the students to read the statements and decide if they are true or false .

**-** Play the CD again. Tell students to tick the expressions in

the ***Speaking Bank***  the speaker uses .

**-** Students look at the photo and complete the sentences with words from the ***Speaking Bank***.

**-** The students take it in turns to describe their photo. Remind them to use expressions from the ***Speaking Bank***.

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students use the rest of the expressions on ex.1 to describe the picture .

**WB** ex. 2 on page 7 .

**T. Development**

**Language**

- Practice makes perfect .

- Speaking vs. writing .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Developing writing | **Lesson ( 8 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Warm up**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Learning for life

**Developing writing :**

­

- A formal letter applying for a scholarship .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , read the sentences and decide if they are formal or informal .

**WB** ex. 1on page 8 .

Blackboard

The textbook

Newspaper

CD

Audio

**-** Write the word *Scholarship* on the board and elicit the meaning :

(*an amount of money that an organisation gives to someone so that they can study at a particular school or university* ) .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students read the information about a scholarship at

university . Ask them to underline the qualities that an ideal

candidate should have.

**-** Students read the letter of application for the scholarship. Ask them if they think the person is a good candidate for the scholarship , giving reasons why or why not .

**-** The students look again at the letter in 2 and complete the information in the ***Writing Bank*** .

**-** In pairs, The students read the task carefully and write their letter.

**-** The students role-play their interviews and decide if they would give their partner the scholarship or not.

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students rewrite the sentences in ex. 1 , change the formal to informal and vice versa .

**WB** ex. 2 on page 8 .

**Student training**

- Letters of application .

- Paying attention to the task .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Learning for life )** | **Unit ( 1 )** |
|  |  |  |  |  | **Date** | Language reference and revision | **Lesson ( 9 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to:**

**Grammar revision :**

- ***Must, mustn’t, have to, don’t have to, can, can’t* .**

- ***Should, shouldn’t, ought to, 'd better*** .

- ***First and second conditional .***

**Vocabulary revision :**

- School and university subjects .

- Words connected with school and university.

- Noun suffixes -er, -or, -ist, -ian, -ee .

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in small groups , answer the revision exercises on page 15 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** The students read the ***Grammar reference***and ***Vocabulary sections*** on page 14 before completing the revision exercises on page 15 .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, students rewrite the sentences using the verbs in the list , ex 1.

**-** In pairs, the students decide if the sentences are correct or not. If not, they correct them., ex 2.

**-** In pairs, the students complete the sentences with the verbs in the correct tense., ex 3.

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs, students write the correct word for each sentence

**-** In pairs, students complete the sentences with words connected to school or university.

**-** In pairs, students make nouns for people by adding the suffixes *-er, -or, -ist, -ian, -ee*..

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Exercises**

**-** The students , at home , answer work sheets revising the unit input :

Learning for life

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Everyday inventions*** | **Lesson ( 1 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Developing vocabulary :**

- Everyday inventions .

- Operating technology .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups, match 1 – 8 with a – h to make every day inventions .

**WB** ex. 1 on page 9 .

***Vocabulary:***

microwave oven – camcorder – satnav – button promotion

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**-** In pairs, students discuss the meaning of the unit title ***Appliance of science*** . It is a machine used around

the house ***or*** to put into practice.

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students match the photos with some of the

words . Provide dictionaries if necessary .

**-** in pairs, the students match the words from 1 to the uses.

**-** in pairs, the students match the pictures with the words .

**-** Play the CD for students to listen and check their answers.

**-** Play the CD for the students to listen to three people talking and note down which everyday invention they are talking about in each conversation .

**-** In pairs, the students write basic instructions for how to operate the equipment..

**-** In pairs or small groups, students look at the questions about the inventions listed in 1 and discuss the answers .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students choose the correct alternative .

**WB** ex. 4 on page 9 .

**LANGUAGE**

- Giving instructions

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Reading  ***The Ig Nobel prizes*** | **Lesson ( 2 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Develop reading skills :**

- Reading for global and specific information .

- The Ig Nobel prizes .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , choose the correct alternative .

**WB** ex. 4 on page 10 .

***Vocabulary:***

prize - research – acquired - fingernails

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

Play *Hot Seat* with the everyday inventions from the previous lesson.

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In pairs or small groups, the students predict the answers to the questions .

**-** In pairs, students read the text and check their answers.

**-** In pairs , the students read the text again and match paragraphs A–E to specific pieces of information .

**-** In pairs , Students look at the words in the text and guess their meaning. The students then check their ideas in the dictionary..

**-** In pairs or small groups, students discuss the questions about themselves .

**-** Elicit feedback . Students check answers in pairs .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students answer the questions about the text ( Science or myth ) .

**WB** ex. 5 on page 10 .

**T. Development**

**Student training**

**-** **predicting information.**

**- matching activities.**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 3 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to**

**Grammar in context :**

- The active and the passive .

**(present simple) - (past simple) - (future with *will* ) - (present perfect)**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs , choose the correct alternative to make the rule correct ( Passive ) .

**WB** ex. 1 on page 11 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

Test before you teach to :

**-** Determine what students can and cannot do – this helps to identify a starting point and adapt the lesson to best suit students’ needs.

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students look at the sentences and decide which sentence is not in the passive .

**-** In pairs, the students choose the correct alternative to make the rules .

**-** In pairs, the students look at the sentences in 1a and answer the questions .

**-** Refer students to the *Grammar reference* on **page 24** .

**-** In small groups, the students look at the sentences and decide which words are stressed in each sentence .

**-** Play the CD again for students to check their answers .

**-** Students choose the correct alternative in the sentences .

**-** Students change the sentences from active to passive .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**T. Development**

**HOMEWORK**

**Pronunciation**

- Rhythm

**LANGUAGE**

- By + agent

**Workbook**

**-** The students rewrite the sentences in the passive .

**WB** ex. 4 on page 11 .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Prepositional phrases with adjectives*** | **Lesson ( 4 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , complete the sentences with an adjective from box 1 and a preposition from box 2 .

**WB** ex. 1 on page 12 .

- Elicit feedback .

**-** Revising the form and the use of The active and the passive , with examples .

**Pupils will be able to:**

**Grammar in context :**

- The active and the passive .

**Developing vocabulary** :

- Prepositional phrases with adjectives .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In small groups , the students complete the text with the passive or active form of the verbs given .

**-** In pairs, the students prepare questions for a quiz using the words in the table and their own ideas .

**-** Refer students to the *Grammar reference* on **page 24**.

**-** In pairs, the students decide what preposition we use after each adjective in this exercise .

**-** Individually, the students match the adjectives with the prepositions they usually go with .

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs , the students complete the sentences with the correct prepositions.

**-** In pairs , students take it in turns to ask and answer their

partner’s questions from 3.

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The complete the sentences with the correct adjective from 1 .

**WB** ex. 3 on page 12 .

**T. Development**

**Language**

- Using prepositions .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Listening | **Lesson ( 5 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs , answer the questions after listening to an expert talking on the radio about ‘iris recognition’ .

**SB** ex. 1 - 2 on page 20 .

**Warm up**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Developing Listening skills :**

- Listening for general and specific information .

- Life in the year 2050.

Blackboard

The textbook

Newspaper

CD

Audio

**- Write gerund phrases on the board and ask students to make questions to ask their partners using the adjectives + preposition**s **from the previous lesson .**

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** Play the CD for the students to listen to an expert talking on the radio about ‘iris recognition’ .

**-** The students read the questions and listen for the answers . - Elicit feedback .

**-** Play the CD again for students to choose the best answers . - Elicit feedback .

**-** Elicit feedback . Students check answers in pairs .

**-** In small groups, the students take it in turns to ask and answer the questions about themselves .

**-** In pairs or small groups students discuss if they think iris

recognition is a good idea and say why or why not .

**-** Draw the students’ attention to the model dialogue.

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Practising**

**-** The students Play the CD several times for practicing listening for general and specific information .

**T. Development**

**Student training**

- Multiple-choice listening

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 6 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Grammar in context :**

- Have something done .

Test before you teach

**-** If they seem familiar with the form and use of the structure ***Have something done*** , go through the *Grammar reference* on page 24 .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , complete the grammar rule with the words in the box .

**WB** ex. 1 on page 13 .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In groups , the students look at the sentences and decide who does the action .

**-** In pairs , the students look at the sentences again and answer the questions.

**-** Refer students to the *Grammar reference* on **page 24** .

**-** The students write sentences using the verbs in the box to say what the people in the pictures had done last week .

**-** The students complete the text by writing one word in each space . - Elicit feedback .

**-** In pairs ,The students rewrite the sentences using the construction have something done in the correct tense .

**-** The students put the words in order to write questions .

**-** In pairs , the students choose three interesting things they found out about their partner and report them back to the class . - Elicit feedback .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students match 1 – 6 with a – f to make sentences.

**WB** ex. 2 on page 13 .

**Classroom Tips**

- Backchaining

- Pyramid discussion

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Developing speaking | **Lesson ( 7 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Teaching Aids**

**Presentation**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , match 1 – 5 with a – e to make expressions for greeting .

**WB** ex. 1 on page 14 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Developing speaking :**

**- A debate .**

**- Expressing opinions**

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** **Brainstorm** key words for the students to describe each photo and discuss what they think the connection is between the three photos .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students look at the scientific inventions and

discoveries . S **A** writes down reasons why each one is good and S **B** writes down reasons why each one is bad .

**-** In pairs , the students look at the statement and decide if they agree or disagree with it .

**-** Play the CD for the students to listen to ( a brother and sister ) discussing the statement .

**-** Play the CD again for the students to complete the expressions in the second part of the ***Speaking Bank*** .

**-** Individually, the students write down six statements about

anything they like.

**-** In two groups , One half of the class must agree with the statement . The other half must disagree .

**-** Remind the students to use the expressions for agreeing or disagreeing in the ***Speaking Bank*** .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students complete the dialogue with expressions from the box .

**WB** ex. 3 on page 14 .

**Classroom tips**

- Holding a class debate .

- Accuracy vs. fluency .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Developing writing | **Lesson ( 8 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Developing writing :**

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- A ‘for and against’ essay .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs , read the notes about television and put them in two columns , for and against .

**WB** ex. 1 on page 15 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** In pairs, the students take it in turns to look at the photos on page **22** and describe what is happening in each photo .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students make a list of arguments ( for and against ) the statement : ***Life would be better without mobile phones* .**

**-** In small groups , the students read the essay again and write a title or short description of the content in each paragraph .

**-** In pairs, the students look at the linkers and use them to complete the ***Writing Bank*** .

**-** In small groups , the students look at the task and plan their essay in pairs .

**-** Individually, students write their essays. Remind them to use linkers and expressions from the ***Writing Bank .***

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students write their own essay about the invention of internet .

**WB** ex. 6 on page 15 .

**Student training**

- A ‘for and against’ essay .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **( Appliance of science )** | **Unit ( 2 )** |
|  |  |  |  |  | **Date** | Language reference and revision | **Lesson ( 9 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or small groups , answer the revision exercises on page 25 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Appliance of science

**Grammar revision :**

- **The passive – present simple .**

- **The passive – other tenses** .

- ***Have something done*** .

**Vocabulary revision :**

- **Everyday inventions** .

- **Operating technology** .

- **Prepositional phrases with adjectives** .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** The students read the ***Grammar reference***and ***Vocabulary sections*** on page 24 before completing the revision exercises on page 25 .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students change the sentences from active to passive or from passive to active., ex 1 .

**-** In pairs, the students put the verbs in the correct form of the passive., ex 2 .

**-** In pairs, Students complete the second sentences using have something done , ex 3 .

**-** Elicit feedback . Students check answers in pairs .

**-** Students complete the names of the everyday inventions .

**-** In pairs, the students complete the text with the words .

**-** In pairs, the students choose the correct alternatives .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Exercises**

**-** The students , at home , answer work sheets revising the unit input :

Appliance of science

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Sports*** | **Lesson ( 1 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**EVALUATION**

**Presentation**

**Teaching Aids**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or small groups, look at the pictures and write the names of the sports .

**WB** ex. 1 on page 18 .

***Vocabulary:***

gymnastics – goggles – trainers - pitch – court

Blackboard

The textbook

Newspaper

CD

Audio

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Developing vocabulary :**

- Sports .

- Sports venues and equipment .

**Warm up**

**-** In groups , the students discuss the unit title *Game on !*  and what they think unit is going to be about . Elicit any information students may know about each sport .

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students match the pictures with the words . Provide dictionaries if necessary.

**-** In pairs , the students find seven sports with three syllables in the box in 1 .

**-** In pairs , the students put the words in the correct column, according to the stress .- Elicit feedback .

**-** The students listen and check their answers. Then practise

saying the words with the correct stress .

**-** The students complete the sentences with the words .

**-** In pairs, students look at the photo and find three pieces of equipment from the box .

**-** Play the CD for students to listen and know the sports . subject of each conversation.

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students correct the sentences with the correct piece of equipment .

**WB** ex. 4 on page 18 .

**Pronunciation**

**-** Syllable stress

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Reading  ***Champions of the future ?*** | **Lesson ( 2 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs find words in the text which have similar meanings to the expressions .

**WB** ex. 3 on page 19 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Develop reading skills :**

**-** Scanning and skimming the text for information .

**-** Space junk .

***Vocabulary:***

champion - qualities - mission – Olympics - medal

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**- Play *20 questions* .**

**Tell Ss you are thinking of a famous sports star. They can ask up to 20 questions to know who he or she is**.

**Procedure**

***Learning Strategy***

Discussion

Brainstorm

Role Play

**-** The teacher divides the students into five or six groups .

**-** In small groups , the students discuss the questions .

**-** In pairs , the students read the text and complete the Age, Country and Sport sections of the table .

**-** In pairs , the students read the text again and complete the rest of the table .

3

**-** In pairs, the students decide who each phrase refers to .

**-** In pairs or small groups, the students find words in the text with similar meanings to the words and expressions.

**-** In pairs or small groups, students discuss the questions.

**-** Elicit feedback . Students check answers in pairs .

**HOMEWORK**

**Workbook**

**-** The students choose the correct answer .

**WB** ex. 4 on page 19 .

**-** The students answer the questions about themselves .

**T. Development**

**Student training**

**- Question words and subject/object questions .**

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|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 3 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or small groups , complete the sentences with : where , when or whose .

**WB** ex. 3 on page 20 .

**Pupils will be able to**

**Grammar in context :**

- Defining relative clauses :

Test before you teach to :

**-** Determine what students can and can't do . Ask questions about *relative clauses* , this helps to identify a starting point and adapt the lesson to best suit students’ needs .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students use the relative pronouns marked in bold in the sentences to complete the rules .

**-** In groups , the students choose the correct alternative .

**-** In pairs , the students complete the text with relative pronouns .

**-** Refer students to the ***Grammar reference***on **page 36** .

**-** In pairs , the students look at the photos and name the sports .

**-** In pairs , the students match the halves of the sentences using a relative pronoun .

**-** In pairs , the students write complete sentences using relative pronouns .

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs , the students look at the definitions and decide

what words are being defined .

**-** In pairs , students prepare definitions of at least 6 words .

***Learning Strategy***

**T. Development**

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Language**

- Defining clauses .

**Student training**

- How to improve your results in grammar

Exercises .

**Workbook**

**-** The students choose the correct alternative , choose both if both are possible .

**WB** ex. 4 on page 20 .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Phrasal verbs connected with sport*** | **Lesson ( 4 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**EVALUATION**

**Presentation**

**Teaching Aids**

**Pupils will be able to:**

**Grammar in context :**

- Defining relative clauses .

**Developing vocabulary** :

**Phrasal verbs connected with sport**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or small groups , complete the sentences with : for , in , out or up .

**WB** ex. 1 on page 21 .

**Warm up**

Blackboard

The textbook

Newspaper

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Audio

- Elicit feedback .

**-** Revising the form and the use of **Defining relative clauses** , with examples .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** Refer students to the ***Grammar reference***on **page 36** .

**-** In pairs , the students look at the sentences and match the phrasal verbs with their definitions .

**-** In small groups , the students complete the sentences using the appropriate form of the phrasal verbs from 1.

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs ,the students complete the sentences with the

appropriate form of the phrasal verbs from 1 and then ask

their partner the questions .

**-** In pairs , the students write a text using as many phrasal verbs connected with sport as possible .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students make sentence with words from each column .

**WB** ex. 2 on page 21 .

**T. Development**

**Language**

- Phrasal verbs .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Listening | **Lesson ( 5 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in groups , , listen about the origin of the name ( tennis ) and answer the questions .

**SB** ex. 3 - 4 on page 32 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Developing Listening skills :**

- Listening for general and specific information .

- The origin of tennis .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** *In pairs, students* ***brainstorm*** *words they know connected to tennis . Ask students to make a sentence to define each word with a relative pronoun* .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students look at the statements about the origin of tennis and decide if they are true or false .

**-** Elicit ideas from different students around the class.

**-** Play the CD for the students to listen and check their answers to 1 .

**-** Elicit feedback . write their answers on the board .

**-** The students listen to the CD again and answer the questions .

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs or small groups, students discuss the questions .

**-** **extra activity** : the students research for specific vocabulary in English to describe their favourite sport .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Practising**

**-** The students Play the CD several times for practicing listening for general and specific information .

**Student training**

- Being positive in listening tests .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 6 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or small groups , complete the sentences with the correct relative pronoun .

**WB** ex. 2 on page 22 .

Test before you teach

If they seem familiar with the use of the *non-defining relative clauses*, go through the *Grammar guide* exercises quickly with the whole class .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Grammar in context :**

- Non-defining relative clauses .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students look at the sentences and answer the questions .

**-** Refer students to the ***Grammar reference***on **page 36** .

**-** The students write sentences with non-defining relative clauses including the information given .

**-** In pairs , students read the text and decide which answer best fits the space .

**-** In pairs , students join the pairs of sentences. They check if they need to write a defining or non-defining clause .

**-** In pairs , the students write short, simple sentences with

information about people, places, things, activities and events in the book.

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students use a non-defined relative clause to change the two sentences into one .

**WB** ex. 3 on page 22 .

**- Language**

- Non-defining relative clauses .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Developing speaking | **Lesson ( 7 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or small groups , put the expressions in the correct column .

**WB** ex. 2 on page 23 .

**- The students rank the jobs from the lowest to highest paid :**

*racing driver, accountant, English teacher, prime minister, TV presenter, doctor* .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Developing speaking :**

- Giving a presentation .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, students look at the question make notes of their opinions about it, with arguments to explain and justify their opinions .

**-** Elicit ideas from different students around the class.

**-** The students organise their notes in 1 in a logical order

and add a short introduction and a conclusion .

**-** Elicit feedback . write their answers on the board .

**-** Play the CD for students to listen to a student giving a presentation on this subject.

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs or small groups, students discuss the questions.

**-** In pairs, students put the stages of a presentation in the correct order .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students complete the presentation with the expressions in the box .

**WB** ex. 2 on page 23 .

**Student training**

**-** **Giving a presentation .**

**- Speaking assessment .**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Developing writing | **Lesson ( 8 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or small groups , match the words with the definitions .

**WB** ex. 1 on page 24 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Developing writing :**

­

- A book review .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** In pairs, the students ask each other about the last book they read and what it was about .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students look at the book cover and discuss what they think the book might be about .

**-** The students read the review of the book and answer the

questions .

**-** In pairs, the students match the paragraphs with the descriptions of their content .

**-** The students look at the review again and answer the questions .

**-** In pairs, students look at the words in the Books section of the ***Writing Bank*** and find them in the review in 2 .

**-** Elicit feedback . Students check answers in pairs .

**-** The students prepare notes about their favourite book

or a book they have read recently . Remind them to use words from the ***Writing Bank .***

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The write a short review of the best TV programme they have seen recently .

**WB** ex. 2 on page 23 .

**Student training**

- Writing a book review

- Practice makes perfect

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Game on ! )** | **Unit ( 3 )** |
|  |  |  |  |  | **Date** | Language reference and revision | **Lesson ( 9 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in small groups , answer the revision exercises on page 37 .

**Warm up**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Game on !

**Grammar revision :**

- Defining relative clauses .

- Non-defining relative clauses .

**Vocabulary revision :**

- Sports.

- sports venues and equipment .

- phrasal verbs connected with sport .

Blackboard

The textbook

Newspaper

CD

Audio

**-** The students read the ***Grammar reference***and ***Vocabulary sections*** on page 36 before completing the revision exercises on page 37 .

**Procedure**

**-** The teacher divides the students into five or six groups

**-** In pairs , the students complete the sentences. If it is possible to have no word, students put – , ex 1 .

**-** In pairs , the students decide if the sentences are correct or not. If they are incorrect, students correct them , ex 2 .

**-** In pairs , the students write two sentences for each of these things, people, times or places , ex 3 .

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs , the students write the names of the sports with *play, go or do* .

**-** In pairs , the students write the words .

**-** In pairs , the students match the correct columns .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Exercises**

**-** The students , at home , answer work sheets revising the unit input :

Game on !

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Art and design, crafts, poetry*** | **Lesson ( 1 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**Presentation**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , find the words ( in the box ) in the word search .

**WB** ex. 1 on page 25 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

**Culture , old and new**

**Developing vocabulary :**

- Art and design, crafts, poetry .

- Artists .

***Vocabulary:***

art - craft - poetry - audience - performance

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Newspaper

CD

Audio

**Warm up**

**-** In groups , the students discuss the unit title *Art and design* and what they think the unit is going to be about .

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In pairs, students use the words in the box to complete the

text about the photo .

**-** The Ss put the words in 1 and 2 in the correct column .

**-**  Individually, the students complete the table .

**-** In groups , the students complete the sentences with words from the box .

**-** In pairs, the students think of a famous example of each type of person in 4. They note down one or two pieces of information about them .

**-** The students read out their information to the class for them to guess who it is .

**-** In pairs, the students ask and answer the questions .

**-** Elicit feedback . Students share ideas in groups .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students match the words in ex. 2 with the definitions .

**WB** ex. 3 on page 25 .

**T. Development**

**Student training**

- vocabulary records .

- Pairwork

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Reading  ***Three newspaper articles about art .*** | **Lesson ( 2 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**Teaching Aids**

**OBJECTIVES**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) .

**WB** on page 26 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

**Culture , old and new**

**Develop reading skills :**

- Reading for global and specific information .

- **Three newspaper articles about art .**

***Vocabulary:***

headlines - article - gallery - exhibition - oasis

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**-** In pairs , the students look at the photos and take it in turns to describe what they see .

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In small groups , the students read the newspaper articles and match them with the correct headlines and photos .

**-** The students read the articles in more detail and choose the best answers . - Elicit feedback .

**-** In pairs , the students decide why these numbers appear in the texts . - Students check answers in pairs .

**-** In pairs , the students find words in the text and guess their meaning from the context .

**-** Elicit guesses from the students around the class and

then ask students to check their answers in the dictionary.

**-** In pairs or small groups, students discuss the questions about themselves .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students answer the questions with information from the text .

**WB** ex. 5 on page 26 .

**T. Development**

**Classroom Tips**

**-** Groupwork

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 3 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) .

**WB** on page 27 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**Pupils will be able to**

**Grammar in context :**

- Direct speech .

- Reported speech – statements .

Test before you teach to :

**-** Ask questions about the *Reported speech – statements*, this helps to identify a starting point and adapt the lesson to best suit students’ needs.

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students match the sentences in direct and reported speech .

**-** The students choose the correct alternative .

**-** Refer students to the ***Grammar reference***on **page 46 .**

**-** In pairs, the students complete the table with the tense change, in reported speech .

**-** In groups, the students complete the table .

**-** In pairs, the students rewrite the sentences with told and the words in brackets .

**-** In pairs, the students put the reported speech in 4 into direct speech .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students , individually , rewrite the in reported speech .

**WB** ex. 5 on page 27 .

**T. Development**

**Language**

- Reported speech .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Adjectives ending in -ing and -ed*** | **Lesson ( 4 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 ) .

**WB** on page 28 .

**Warm up**

**Pupils will be able to:**

**Grammar in context :**

**-** Reported speech – statements .

**Developing vocabulary** :

***Adjectives ending in -ing and -ed***

Blackboard

The textbook

Newspaper

CD

Audio

- Elicit feedback .

- Revising the ***Grammar reference***on **page 46 .**

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students write the statements in reported speech .

**-** Refer students to the ***Grammar reference***on **page 46**.

**-** Elicit from the students which adjective describes how someone feels and which adjective describes why they felt this way .

**-** In pairs, the students decide which adjectives are positive (+) or negative (-) .

**-** In groups , the students look at the adjectives in 2 and

decide in which adjectives we pronounce -ed as /ɪd/ .

**-** Play the CD for students to listen and check their answers.

**-** The students choose the correct alternative .

**-** The students prepare things to say about the topics .

**-** In pairs, students discuss the topics with their partner .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students complete the sentences with adjectives from the box , ex. 4 .

**WB** ex. 4 on page 28 .

**language**

-ing and -ed adjectives

**Pronunciation**

-ed adjectives

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Listening | **Lesson ( 5 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in groups , , listen to two friends talking about a news story then choose the best answers .

.

**SB** ex. 3 on page 42 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

**Culture , old and new**

**Developing Listening skills :**

- Listening for general and specific information .

- Bad behaviour in a museum .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

***-******Elicit from students some dos and dont’s for visiting a museum .***

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In groups , the students look at the photos and guess the connection between them .

**-** Play the CD for the students to listen and check their predictions in 1 .

**-** Play the CD again for the students to choose the best answers .

**-** In groups , the students discuss what they should do if they don’t understand a section in a listening activity . Ask students to turn to page 73 to check their answers .

**-** Elicit opinions from different students around the class.

**-** Elicit feedback . Students check answers in pairs .

**-** In small groups , the students discuss what they would do if they were the manager of the museum. Draw students’ attention to the models at the bottom of the page .

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***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Practising**

**-** The students Play the CD several times for practicing listening for general and specific information .

**T. Development**

**Classroom Tips**

- Arguments .

( for and against )

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 6 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

**Culture , old and new**

**Grammar in context :**

- Reported speech :

\* Questions .

\* Commands .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 ) .

**WB** on page 29 .

Test before you teach

If the students seem familiar with the use of ***Reported speech – questions and commands***, move through the ***Grammar guide***exercises quickly in open class.

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** Refer students to the ***Grammar reference***on **page 46** .

**-** In pairs , the students look at the direct and reported questions and decide if the rules are true or false .

**-** In pairs , the students choose the correct alternative .

**-** Elicit feedback . Students check answers in pairs .

**-** In pairs , the students write five questions to ask each

other about art and design, crafts or poetry .

**-** In pairs , the students take it in turns to ask and answer the questions .

**-** In groups , the students complete the reported questions .

**-** In pairs , the students look at the direct and reported commands and then answer the questions .

**-** In small groups , the students report the commands .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students rewriting the adjectives in direct speech .

**WB** ex. 4 on page 29 .

**Language**

- Reported questions .

- Reported commands .

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Developing speaking | **Lesson ( 7 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Teaching Aids**

**Presentation**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , put the words and expressions in the correct column .

**WB** ex. 1 on page 30 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

**Culture , old and new**

**Developing speaking :**

- Describing a past event .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** The **present continuous** is the correct tense to use in describing a scene , In which the activities are in progress at the time of a picture .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students discuss the questions .

**-** In pairs , the students look at the pictures and take it in

turns to describe what they can see .

**-** Play the CD for the students to a teenager talking about a school trip that was special to her .

**-** The students decide if the sentences are true or false and correct the false sentences .

**-** Play the CD again for the students to tick the expressions in the Speaking Bank that they hear .

**-** Individually, the students make notes on the questions about a memorable school trip they went on .

**-** Elicit feedback . The students share their ideas in pairs .

**-** In pairs, the students take it in turns to do the task .

**-**The students change partners and do the task again .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students read the dialogue and choose the correct alternative .

**WB** ex. 2 on page 30 .

**T. Development**

**Student training**

**-** Talking about past events.

- Active listening

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Developing writing | **Lesson ( 8 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Warm up**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 ) .

**WB** on page 31 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic :

**Culture , old and new**

**Developing writing :**

­

- An announcement .

Blackboard

The textbook

Newspaper

CD

Audio

**-** Write the word ***announcement*** on the board and elicit its meaning and use ( a public statement that gives people information about something ) .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students look at the school announcement and find out the information .

**-** In groups , the students put the questions in 1 in the order that the answers appear in the announcement .

**-** The students look at the advice in the ***Writing Bank*** and decide if the announcement in 1 follows the advice .

**-** Elicit feedback . The students share their ideas in pairs .

**-** The students choose one of the events and complete the diagram with information that they need to include in an announcement for the event .

**-** The students look at the task and use their diagram in 4 to write their announcement individually .

**-** Elicit feedback . The students share their ideas in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students write an announcement about an event of your own .

**WB** ex. 4 on page 31 .

**Student training**

- The target audience .

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Culture , old and new** **)** | **Unit ( 4 )** |
|  |  |  |  |  | **Date** | Language reference and revision | **Lesson ( 9 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to:**

**Grammar revision :**

- **Reported speech – Statements .**

- **Reported speech – Questions** .

**- Reported speech – Commands .**

**Vocabulary revision :**

- Art and design, crafts, poetry .

- Artists .

- Adjectives ending in -ing and –ed .

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in small groups , answer the revision exercises on page 47.

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** The students read the ***Grammar reference***and ***Vocabulary sections*** on page 46 before completing the revision exercises on page 47 .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In small groups , the students look at what the poet said to the reporter and rewrite the sentences in reported speech, ex 1.

**-** In pairs , students rewrite the reported questions in direct speech , ex 2.

**-** In pairs , the students write the direct commands , ex 3.

**-** Elicit feedback . Students check answers in pairs .

**-** In small groups , the students complete the definitions.

**-** In pairs , the students write the words .

**-** In pairs , the students complete the sentences with the -ing or -ed form of the words given .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Exercises**

**-** The students , at home , answer work sheets revising the unit input :

Culture , old and new

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Nations*** | **Lesson ( 1 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**Presentation**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) .

**WB** on page 34 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

History’s mysteries

**Developing vocabulary :**

- Nations .

- State and politics .

***Vocabulary:***

currency - president – capital city - republic

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**-** In pairs, students discuss the meaning of the unit title ***History’s mysteries*** and what they think the unit is going to be about .

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students match the words to the photos of Saudi Arabia .

**-**  In pairs, the students talk about the United Kingdom using

the words from 1 . **-** Elicit feedback .

**-** In groups, the students match the types of government with the explanations .

**-** In pairs , the students think of a country, in the present or past, for each type of government .

**-** In pairs , the students read the text about the United Kingdom and match the underlined words with the definitions .

**-** Elicit feedback . Students share ideas in groups .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students the names of the country and write them on the map .

**WB** ex. 5 on page 34 .

**T. Development**

**- Student training**

**- maximising your memory.**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Reading  ***First king or butcher’s son ?*** | **Lesson ( 2 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**Teaching Aids**

**OBJECTIVES**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

History’s mysteries

**Develop reading skills :**

- Reading for global and specific information .

- First king or butcher’s son ***?***

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) .

**WB** on page 35 .

***Vocabulary:***

butcher - mystery - rumours - suspicion - villa

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**-** Play Hot Seat to start the class . Defines the word.

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In small groups , the students look at the two pictures and speculate about who the two men might be, whether they look similar and their relationship .

**-** The students read the text and answer the questions .

**-** The students work in groups and discuss the questions .

.

**-** In pairs , the students read the last part of the mystery to find out the solution .

**-** Students read the text again and answer the questions .

**-** In pairs or small groups, the students match the underlined words with the definitions .

**-** Elicit feedback . Students check answers in pairs .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students think of what could have happened to the crew of Mary Celeste .

**WB** ex. 6 on page 35 .

**T. Development**

**Student training**

**- Skimming and scanning**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 3 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 4 ) .

**WB** on page 36 .

**Pupils will be able to**

**Grammar in context :**

- Modals of :

speculation and deduction

– present and past – .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

Test before you teach to :

**-** Ask questions about the *Modals of speculation and deduction* , this helps to identify a starting point and adapt the lesson to best suit students’ needs .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students look at the sentences and the verbs in bold and answer the questions .

**-** Refer students to the ***Grammar reference***on **page 58 .**

**-** In pairs, the students choose the correct alternative .

**-** Remind the students that they can refer to the ***Grammar guide*** for help .

**-** Elicit feedback . Students check answers in pairs .

**-** In groups , the students make deductions about these flags using *may, might, must and can’t* .

**-** In pairs, the students work with their partner to talk about

where the place is in the photos .

**-** Elicit feedback . Students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The match 1 – 4 with a – d to make sentences about Mary Celeste story .

**WB** ex. 3 on page 36 .

**Language**

- Modal verbs of speculation.

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Adjective suffixes ( -y, -ous, -able, -ible, -ful, -less, -al, -ic )*** . | **Lesson ( 4 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) .

**WB** on page 37 .

**Pupils will be able to:**

**Grammar in context :**

- Modals of speculation and deduction

– present and past – .

**Developing vocabulary** :

- Adjective suffixes ( -y, -ous, -able, -ible, -ful, -less, -al, -ic ) .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

- Elicit feedback .

- Revising the ***Grammar reference***on **page 58 .**

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students look at the sentences and answer the questions.

**-** Play the CD again for students to listen and repeat the

sentences.

**-** In pairs, the students complete the sentences with past modals of speculation and deduction and the verbs given .

**-** In groups, the students choose the best answers .

**-** In pairs, the students write the words in two columns: noun/adjective .

**-** The students underline the suffix which makes it an adjective, as in the example .

**-** In pairs, the students turn the words into adjectives and write them in the correct column .

**-** The students read the text and use the words given in capitals to form a word that fits in the gap in the same line .

**-** Elicit feedback . The students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students put the adjective with the suffixes (-ful and -less ) in the correct column .

**WB** ex. 6 on page 37 .

**T. Development**

**pronunciation**

- Modal verbs of speculation :

Strong and weak forms .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Listening | **Lesson ( 5 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in groups , listen to a brother and a sister talking about Titanic . Then they answer the questions .

**SB** on page 64 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

History’s mysteries

**Developing Listening skills :**

- Listening for general and specific information .

**-** The Titanic .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** Ask the students what they already know about this famous event ***(the Titanic.).*** Referring to the photo .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In groups , the students look at the picture and answer the questions .

**-** Play the CD for students to listen to two people talking about the Titanic and find the answers to the questions in 1.

**-** Play the CD again for students to decide if the sentences

are true or false . Tell them to correct the false sentences .

**-** Elicit feedback . The students check answers in pairs .

**-** In small groups , the students discuss if they think Ismay did the right thing to leave the sinking ship, or if he should have stayed on the Titanic until the end .

**- cultural information:**The Titanic was the largest passenger steamship . The Titanic was designed by some of the most experienced engineers , and used advanced technologies available. It was believed to be unsinkable .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Practising**

**-** The students Play the CD several times for practicing listening for general and specific information .

**T. Development**

**Classroom Tips**

- carrying out listening tasks.

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 6 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

Test before you teach

If students seem familiar with the use of ***Third conditional ( If ) ,*** move through the *Grammar guide* exercises quickly in open class .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 )

**WB** on page 38 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

History’s mysteries

**Grammar in context :**

**- Third conditional**

**( If ) .**

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** Refer students to the *Grammar reference* on **page 58** .

**-** In pairs , students look at the sentences in the third conditional and answer the questions .

**-** In pairs , the students complete the sentences with the correct forms of the verbs .

**-** In pairs , the students read the text and choose the correct alternative .

**-** In groups , the students read the situations and write sentences in the third conditional .

**-** The students complete each sentence using the third conditional .

**-** In pairs , the students take it in turns to ask and answer

the questions .

**-** In small groups, the students write five similar questions .

**-** Elicit feedback . The students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students complete the sentences with their own ideas .

**WB** ex. 5 on page 38 .

**language**

- Third conditional .

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|  |  | **SUPERVISOR:**  **the principal:**  **TEACHER:** |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Developing speaking | **Lesson ( 7 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Teaching Aids**

**Presentation**

**OBJECTIVES**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 ) .

**WB** on page 40 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

History’s mysteries

**Developing speaking :**

- Describing photos 2 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

***- Write sets of vocabulary from the unit on the board . The students find the odd one out in each group and give reasons .***

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students think of questions to ask about

the photo .

**-** Play the CD for the students to listen to a student talking about the photo .

**-** In pairs, the students decide if they agree with what the

speaker says about the picture and explain why or why not.

**-** Elicit feedback . Students check answers in pairs .

.**-** Play the CD again for students to listen and tick the

expressions in the Speaking Bank that they hear .

**-** In pairs, the students each choose a photo and, individually, spend three minutes preparing to talk about it .

**-** The students take in turns to do the task .

**-** Elicit feedback . The students share their ideas in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students write their own stories with the opining sentence :

*If I had knowing what was going to happen , I wouldn’t have gone…*

**WB** ex. 5 on page 40 .

**T. Development**

**Classroom Tips**

**- Monitoring .**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Developing writing | **Lesson ( 8 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic :

History’s mysteries

**Developing writing :**

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- A story .

– Using narrative tenses .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 3 – 4 )

**WB** on page 39 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** Hold a **Spelling Match** as a fun, competitive way of revising vocabulary and practising spelling .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students read the story about a bad day and answer the questions .

**-** Students read the story again and underline the words and expressions in the text that helped them understand when or in what order the events in the story happened .

**-** In pairs, the students look at the paragraphs and decide what the function of each paragraph is .

**-** The students look at the ***Writing Bank***and match the tenses and their uses in the story .

**-** In pairs, students look at the story again and find further examples of the narrative tenses in the ***Writing Bank .***

**-** The students read other stories from the class and decide who had the worst day .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students use the expressions of deduction to write sentences about the situations .

**WB** ex. 2 on page 39 .

**T. Development**

**Student training**

- Organising your time in exams.

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(History’s mysteries)** | **Unit ( 5 )** |
|  |  |  |  |  | **Date** | Language reference and revision | **Lesson ( 9 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Pupils will be able to:**

**Grammar revision :**

**- Modals of speculation and deduction :**

**– present and past –**

**- Third conditional**

**( If )**

**Vocabulary revision :**

**-** Nations.

**-** State and politics .

**-** Adjective suffixes (-y, -ous, -able, -ible, -ful, -less, -al, -ic).

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in small groups , answer the revision exercises on page 59.

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** The students read the ***Grammar reference***and ***Vocabulary sections*** on page **58** before completing the revision exercises on page **59** .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs, the students complete the sentences with must, may or can’t., ex 1.

**-** In pairs, the students complete the sentences with the correct form of must, might or can’t , ex 2 .

**-** In pairs, the students use the correct form of the verbs in the box to complete the third conditional sentences , ex 3 .

**-** In pairs, the students complete the sentences about Germany with the correct words..

**-** In pairs, the students complete the sentences with the adjective form of the words.

**-**The students match the words and the definitions .

**-** Elicit feedback . The students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Exercises**

**-** The students , at home , answer work sheets revising the unit input :

History’s mysteries

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| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |
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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Shops and Shopping*** | **Lesson ( 1 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**Presentation**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 3 – 4 )

**WB** on page 41 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Shop until you drop

**Developing vocabulary :**

- Shops .

- Shopping .

***Vocabulary:***

store - bargain - discount - receipt - queue

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**-** In groups , the students discuss the meaning of the unit title ***Shop until******you drop***(buying large amounts of goods in a short space of time) .

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students match some of the words with the photos .

**-** Play the CD for the students to listen to the short conversations and decide where the people are and what they want to buy or do .

**-** In pairs , the students match the words to definitions 1–14. Students use dictionaries if necessary .

**-** In pairs , the students complete the text with the words from 3 .

**-** In pairs, the students discuss the questions .

**-** Elicit feedback . The students share ideas in groups .

**- Extra activity:** The students make up a story similar to the one in 4 using as many words as they can from 3 .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students choose six shops from ex. 1 and write two more things they could buy there .

**WB** ex. 4 on page 41 .

**T. Development**

**Pronunciation**

- Homophones .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Reading  ***Scent marketing*** | **Lesson ( 2 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**Teaching Aids**

**OBJECTIVES**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) about the text .

**WB** on page 42 .

***Vocabulary:***

fragrance **-** influence **-** customer **-** expert

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Shop until you drop

**Develop reading skills :**

- Reading for global and specific information .

- Scent marketing .

Blackboard

The textbook

Newspaper

CD

Audio

**Warm up**

**-** Ask the students to look at the photos on page 61 and describe them . Elicit what they think the text is going to be about .

**Procedure**

***Learning Strategy***

**-** The teacher divides the students into five or six groups .

**-** In groups , the students read the text and think of a good title .

**-** In small groups, the students read the information in the Exam success box . The students to turn to page 76 .

**-** The students read the article again and complete the text with sentences a–h . - Elicit feedback .

**-** In pairs , the students complete the sentences in their own words using information from the text .

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**-** In pairs , the students match the words to the definitions .

**-** In small groups, the students discuss their opinion of

scent marketing and their favourite fragrances or smells .

**-** Elicit feedback . Students check answers in pairs .

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students choose true or false about the statements below according to the text .

**WB** ex. 5 on page 42 .

**T. Development**

**Student training**

**- Writing a text title .**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 3 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) about the text .

**WB** on page 43 .

**Pupils will be able to**

**Grammar in context :**

- Indeterminate pronouns :

some- any- no- every-

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

Test before you teach to :

**-** Elicit from the students the rules for using *somebody, anybody , nobody* and *everybody , by giving many examples .*

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , students match the sentences halves to the rules .

**-** In pairs , the students complete the table .

**-** Refer students to the *Grammar reference* on **page 68** .

**-** In groups, the students choose the correct alternative. Remind students that they can refer to the *Grammar guide* for help . - Elicit feedback .

**-** In pairs , the students complete the dialogue with the indeterminate pronouns in the table in 1 .

**-** Individually, the students complete the questions with *anybody , anywhere , anything .*

**-** In pairs, the students take it in turns to ask and answer the questions and see if their answers are similar or different .

**-** Elicit feedback . The students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students complete the sentences with their own ideas .

**WB** ex. 6 on page 43 .

**Language**

- Indeterminate pronouns.

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Vocabulary  ***Collocations with money*** | **Lesson ( 4 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**EVALUATION**

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 ) .

**WB** on page 44 .

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**Warm up**

**Pupils will be able to:**

**Grammar in context :**

- So and such .

**Developing vocabulary** :

- Collocations with money .

Blackboard

The textbook

Newspaper

CD

Audio

- Elicit feedback .

- Revising the ***Grammar reference***on **page 68 .**

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students look at the sentences and choose the correct alternative .

**-** Play the CD for students to listen to the sentences and notice how we pronounce so and such. Then listen again and repeat .

**-** In pairs, the students complete the sentences with so or such . -Elicit feedback .

**-** In groups , the students complete the sentences in a logical way using their imagination .

**-** In pairs , students compare their sentences in 8 .

**-** In pairs , the students use the verbs that frequently go with money to complete the definitions .

**-** The students use the correct form of the verbs in 1 to complete the sentences .

**-** Elicit feedback . The students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students complete the sentences so that they are true for them .

**WB** ex. 5 on page 44 .

**T. Development**

**Teacher development**

- Collocations

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Listening | **Lesson ( 5 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in groups , listen to four conversations . Then they answer the questions .

**SB** on page 64 .

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Shop until you drop

**Developing Listening skills :**

- Listening for general and specific information.

**-** Spending habits .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**- Choose vocabulary you wish to test from the unit so far and divide the students into two teams ( A and B ) for a spelling match .**

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In groups , the students look at the photo and describe what they can see .

**-** Elicit from students if they think people spend too much money on mobile phones and why or why not .

**-** Play the CD for students to listen to four conversations and match the conversations to the descriptions 1–4 .

**-** Play the CD again for the students to decide which speaker talks about these different things .

**-** Elicit feedback . The students check answers in pairs .

**-** In small groups , the students discuss which speaker in the four conversations they are most similar to and say why .

**- Extra activity :** In pairs, ask the students to think of three tips for saving money.

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Practising**

**-** The students Play the CD several times for practicing listening for general and specific information .

**T. Development**

**pronunciation**

- Pronunciation of so and such .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Grammar in context | **Lesson ( 6 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Warm up**

**Teaching Aids**

**OBJECTIVES**

**EVALUATION**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Shop until you drop

**Grammar in context :**

**- I wish / If only .**

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 ) .

**WB** on page 45 .

Test before you teach

**-** If the students seem familiar with the use of ***I wish / If only*** , move through the *Grammar guide* exercises quickly in open class .

Blackboard

The textbook

Newspaper

CD

Audio

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** Refer students to the *Grammar reference* on **page 68** .

**-** In pairs , the students look at the sentences and choose the correct alternative .

**-** In pairs, the students look at the situations and the words given. They write what the people wish was different about the present situation .

**-** In pairs , the students complete the regrets by putting the verbs in brackets in the correct tense .

**-** In groups, the students look at the pictures and decide what they think the people are saying .

**-** The students decide what the people are wishing .

**-** The students read out their ideas to the class .

**-** The students write three sentences with *I wish* .

**-** In small groups , the students compare their ideas .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**T. Development**

**Workbook**

**-** The students complete the sentences so that they are true for them .

**WB** ex. 5 on page 45 .

**Language**

- I wish/If only .

**Student training**

- Reflecting on the year

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Developing speaking | **Lesson ( 7 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Teaching Aids**

**Presentation**

**OBJECTIVES**

**EVALUATION**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic:

Shop until you drop

**Developing speaking :**

- At a clothes shop .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 – 4 ) .

**WB** on page 46 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** In small groups , the students think of an item of clothing or an accessory for every letter of the alphabet

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students look at the photo and describe it. Elicit what clothes they can see .

**-** Play the CD for the students to listen to the conversation in a shop and answer the questions .

**-** In pairs , the students put the lines in order to make a logical conversation .

**-** Elicit feedback . The students check answers in pairs .

.**-** The students work with a partner and use the lines in 3 to make and practise a conversation in a shop .

**-** In pairs , the students listen and read the conversation

with the same customer from the listening in 2 a week later

and answer the questions .

**-** The students match the expressions to the functions.

**-** Elicit feedback . The students share their ideas in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students do the exercises ( 6 ) about their favourite clothes shop and why .

**WB** on page 46 .

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**T. Development**

**classroom tips**

**- Role-plays .**

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Developing writing | **Lesson ( 8 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**Presentation**

**Pupils will be able to:**

**Discourse objectives :**

- Establish the unit topic :

Shop until you drop

**Developing writing :**

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- A formal letter of complaint .

**- Pupils will be evaluated through answering the questions in :**

**Workbook**

**-** The students , in pairs or in small groups , answer the questions ( 1 – 2 – 3 ) .

**WB** on page 47 .

**Warm up**

Blackboard

The textbook

Newspaper

CD

Audio

**-** Draw these objects on the board and elicit all the different types of problems you could have with each one :

***( a sock - a mobile phone - a jumper )***

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** The students discuss if they have ever bought something

that didn’t work or had a defect and say what happened .

**-** The students read the letter and answer the questions .

**-** In pairs, the students put the pieces of information in the order they appear in Sharif’s letter .

**-** The students read the letter again and underline or copy

expressions that are useful for a letter of complaint .

**-** Elicit feedback . The students check answers in pairs .

**-** In pairs, the students look at the words from the letter and put them in the correct list in the ***Writing Bank*** .

**-** The students complete these sentences in a logical way .

**-** Individually, the students write their letter of complaint .

**-** Individually, the students swap letters with a partner and write a reply to their partner’s letter.

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Workbook**

**-** The students use the ***Writing Bank*** on page 67 to write their letter of complaint .

**WB** ex. 5 on page 47 .

**T. Development**

**Student training**

- Practice makes perfect .

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| **THUS.** | **WED.** | **TUE.** | **MON.** | **SUN.** | **Day** | **(Shop until you drop)** | **Unit ( 6 )** |
|  |  |  |  |  | **Date** | Language reference and revision | **Lesson ( 9 )** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |

**Presentation**

**OBJECTIVES**

**Teaching Aids**

**EVALUATION**

**- Pupils will be evaluated through answering the questions in :**

**Student's book**

**-** The students , in pairs or in small groups , answer the revision exercises on page 69.

**Warm up**

**Pupils will be able to:**

**Grammar revision :**

**- indeterminate pronouns.**

**I wish/if .**

**only, so and such .**

**Vocabulary revision :**

**- shops .**

**- shopping .**

**collocations connected with money and shopping .**

Blackboard

The textbook

Newspaper

CD

Audio

**-** The students read the ***Grammar reference***and ***Vocabulary sections*** on page **68** before completing the revision exercises on page **69** .

**Procedure**

**-** The teacher divides the students into five or six groups .

**-** In pairs , the students complete the sentences with the correct indeterminate pronouns, ex 1.

**-** In pairs , the students rewrite the so sentences with such and vice-versa , draw the students’ attention to the example sentence , ex 2 .

**-** In pairs, the students choose the correct alternative , ex 3.

**-** Elicit feedback . The students check answers in pairs .

**-** In pairs or in small groups , the students write the names of the shops .

**-** In pairs , the students write the words .

**-** In pairs , the students decide if the sentences are correct or not . If not , students change the word in italics .

**-** Elicit feedback . The students check answers in pairs .

***Learning Strategy***

Discussion

Brainstorm

Role Play

**HOMEWORK**

**Exercises**

**-** The students , at home , answer work sheets revising the unit input :

Shop until you drop

|  |  |  |
| --- | --- | --- |
| **SUPERVISOR:**  **the principal:**  **TEACHER:** |  |  |