

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 vice 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 .

Stage	Subject	Studding Term	Studding Year
Secondary	Traveller (3)	Firs	1434 / 1435 H

WEAK	DATE	SUBJECT	WEAK	DATE	SUBJECT	WEAK	DATE	SUBJECT
1	24\10\1434 28\10\1434	Unit 1	3 Days	16\12\1434 18\12\1434	Reverse	12	27\1\1435 2\2\1435	Unit 6
2	1\11\1434 5\11\1434	Unit 1	7	21\12\1434 25\12\1434	Unit 4	13	5\2\1435 9\2\1435	Unit 7
3	8\11\1434 12\11\1434	Unit 2	8	28\12\1434 3\1\1435	Unit 4	14	12\2\1435 16\2\1435	Unit 7
4	15\11\1434 19\11\1434	Unit 2	9	6\1\1435 10\1\1435	Unit 5	15	19\2\1435 23\2\1435	Unit 8
5	22\11\1434 26\11\1434	Unit 3	10	13\1\1435 17\1\1435	Unit 5	16	26\2\1435 30\2\1435	Unit 8 Reverse
6	29\11\1434 4\12\1434	Unit 3	11	20\1\1435 24\1\1435	Unit 6	17 + 18	3\3\1435 14\3\1435	EXAMS

التقويم الدراسي للعام ١٤٣٤ / ١٤٣٥ هـ

الموضوع	التاريخ الهجري	التاريخ الميلادي
بداية الدراسة للفصل الدراسي الأول	السبت ٢٤ / ١٠ / ١٤٣٤ هـ	٢٠١٣ / ٨ / ٣١ م
إجازة اليوم الوطني	الاثنين ١٧ / ١١ / ١٤٣٤ هـ	٢٠١٣ / ٩ / ٢٣ م
بداية إجازة عيد الأضحى	نهاية دوام الأربعاء ٤ / ١٢ / ١٤٣٤ هـ	٢٠١٣ / ١٠ / ٩ م
بداية الدراسة بعد إجازة عيد الأضحى	الاثنين ١٦ / ١٢ / ١٤٣٤ هـ	٢٠١٣ / ١٠ / ٢١ م
بداية اختبار الفصل الدراسي الأول	السبت ٣ / ٣ / ١٤٣٥ هـ	٢٠١٤ / ١ / ٤ م
بداية إجازة منتصف العام	نهاية دوام يوم الأربعاء ١٤ / ٣ / ١٤٣٥ هـ	٢٠١٤ / ١ / ١٥ م
بداية الدراسة للفصل الدراسي الثاني	السبت ٢٤ / ٣ / ١٤٣٥ هـ	٢٠١٤ / ١ / ٢٥ م
بداية إجازة منتصف الفصل الدراسي الثاني	نهاية دوام الأربعاء ١٨ / ٥ / ١٤٣٥ هـ	٢٠١٤ / ٣ / ١٩ م
بداية الدراسة بعد إجازة منتصف الفصل الثاني	السبت ٢٨ / ٥ / ١٤٣٥ هـ	٢٠١٤ / ٣ / ٢٩ م
بداية اختبار الفصل الثاني	السبت ٢٥ / ٧ / ١٤٣٥ هـ	٢٠١٤ / ٥ / ٢٤ م
بداية إجازة نهاية العام	نهاية دوام الأربعاء ٦ / ٨ / ١٤٣٥ هـ	٢٠١٤ / ٦ / ٤ م
بداية العام الدراسي ١٤٣٥ / ١٤٣٦ هـ	السبت ٤ / ١١ / ١٤٣٥ هـ	٢٠١٤ / ٨ / ٣٠ م
عدد أسابيع الدراسة للفصل الدراسي الأول	(١٨) أسبوعاً + يومان (تشمل أسابيع الدراسة وأسبوعي الاختبارات)	
عدد أسابيع الدراسة للفصل الدراسي الثاني	(١٨) أسبوعاً (تشمل أسابيع الدراسة وأسبوعي الاختبارات)	
عدد أيام الدراسة الفعلية للفصلين	(١٨٢) يوماً (تشمل أيام الدراسة وأيام الاختبارات)	
عدد الإجازات أثناء العام الدراسي	(٤) إجازات	
عدد أيام إجازة عيد الأضحى	(١١) يوماً	
عدد أيام إجازة منتصف العام الدراسي	(٩) أيام	
عدد أيام إجازة منتصف الفصل الثاني	(٩) أيام	

مسرد التحضير

اليوم	التاريخ	الصف	الحصة	عنوان الدرس	التوقيع
السبت	14 / / هـ				
الأحد	14 / / هـ				
الاثنين	14 / / هـ				
الثلاثاء	14 / / هـ				
الأربعاء	14 / / هـ				

Teacher :

.....

Educational supervisor:

.....

the principal

.....

Material :

Class :

Studying Year :

Unit	Round up	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	reading	Date					
Warm Up	What `s interrailing?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:
Read the magazine article about travelling by InterRail around Europe.

Study some new words.

Read "Leave it to the TRAVEL AGENT" complete the gaps.

Hear people talking in seven different situations

Teaching Aids

Blackboard
 The textbook
 Newspaper
 CD
 Audio

Learning Strategy

Discussion

Brainstorm

READING FOR GIST

Presentation

- Vocabulary:
 Interrail - rail roads -connections- gallery - educational and culturally rewarding- rucksack

Procedure

Reading

T gives ss an overall view of the reading passage before reading .T asks them Read the article searching for answers of pre reading questions .Ss underline new words and try to guess the meanings. T warns them not to assume an option is correct just because it contains a word or phrase that is also in the text. Read the text below and decide which answer a, b, c or d best fits each gap.T gives immediate feedback. T plays the CD for ss to listen to people talking in seven different situations and answer the questions under his supervision

EVALUATION

- Pupils will be evaluated through:
Complete the following:

The InterRail ticket has been used by....

According to the text, people who have an Inter Rail Ticket must.....

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 a	Date					
Warm Up	<i>Have you ever wanted to swim with sharks?</i>	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Talk about places and holidays

GUESSING THE MEANING OF UNKNOWN WORDS.

SCANNING FOR SPECIFIC INFORMATION.

Study NOUNS ENDING IN -ION, -ATION, -ANCE AND -MENT DERIVING FROM VERBS

Teaching Aids

- Blackboard
- The textbook
- Newspaper
- CD
- Audio

Learning Strategy

Discussion

Brainstorm

READING FOR GIST

Presentation

- **Vocabulary:**

driving a racecar scuba diving travel trip journey tour voyage cruise flight excursion

Procedure

Reading

Ask ss "If you were interested in taking part in one or more of the activities above, what information would you like to know?" T asks some pre reading questions .Ss read the advertisements 1-5 on page 9 quickly and match them with the headings and pictures a-e Ss read the advertisements again and answers the questions. Make sure you read each question carefully and understand what it means. The part of the text corresponding to the question will express the same meaning but most probably in different wording. Immediate feedback is a must.

EVALUATION

- Pupils will be evaluated through:

Which trips provide you with something to remember them by?

Your brother loves water sports and other water related activities. Which options suit him best?

You do not want to go on a trip that requires you to pay extra for equipment. Which should you avoid?

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1b	Date					
Warm Up	Draw Ss' attention to the title of the lesson .	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Complete the sentences using the correct form of the word.

Study the present simple and the present progressive.

Stative and non stative verbs.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

hotel hostel resort cabin suite cottage caravan
arrive get reach come approach

Procedure

VOCABULARY: Ask ss to guess the meaning of the new words then they begin to complete the sentences using the correct form of the words .Ss correct each other's mistakes. They say if they know any other nouns ending in ion -ance -and ment .They say Which verbs they derive from? Ss answer EX C in pairs.
GRAMMAR Tell ss the Present Simple is used: for general truths and The Present Progressive is used:• or temporary states . and give examples for STATIVE AND NON-STATIVE VERBS . Complete the blanks with the Present Simple or the Present Progressive of the verbs in brackets .T gives feedback.

EVALUATION

- Pupils will be evaluated through:
What is the difference between you are thinking and you think?

Correct:

1 -Water (freeze)at 0o Centigrade.

2. You (be) always leaving your books on the floor!

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1c	Date					
Warm Up	What's the title about ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Listen to people talking in six different situations.

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

architect barber delivery person
hairdresser photographer salesperson

Procedure

Listening . T advises ss to read the questions and options carefully before hearing each extract and Pay special attention to question words (who, when, etc.) , Listen to each extract carefully and not to try to understand every single word or phrase, but focus on the whole message. Choose the option that best answers the question. T gives ss an overall view of the listening material. Play the CD several times asking them some pre listening questions to focus upon while listening. Students answer the questions individually and T gives immediate feedback.

EVALUATION

- Pupils will be evaluated through:

You hear a woman talking about the Airbus A380.

What is she doing when she speaks? interviewer ask him to do?

You hear a man talking on the radio.

Who would the information he is giving interest most?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 d	Date					
Warm Up	" I will spend only <i>a little time</i> in the spa" Give meaning	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study words related to tourism and travel.

Study nouns and countifiers

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Target Vocabulary:

Coral reef -volcano -waterfall -pond -islet-
lounge Volcano tour guide flight attendant
bellboy

Procedure

VOCABULARY :

T asks ss to talk about the pictures and describe the geographical features in each picture .T asks if they know other geographical features .They describe the pictures and say sentences about them.

Grammar:

T explains that *little* = not much but *enough little* = not much and not enough. T asks them to look at the sentences in EX A and answer the questions. They answer individually and T corrects mistakes,

EVALUATION

Choose the correct answer:

1-I didn't buy any more milk. We've got plenty / a few.

2- How much / many luggage am I allowed to carry on the plane?

3- Who do you turn to for advices / advice when you've got a problem?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	Where do you usually go on holiday?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

Safe dangerous fresh air stuffy
Relaxing interesting fun confined open
spacey adrenaline-filled challenging

Procedure

T asks ss to compare the photographs and say what activities people can do at each holiday destination. They say which holiday destination they prefer? T tells them not to describe the photographs in detail but compare them and make sure they answer the question asked. Photographs B1 and B2 show different means of transport. Compare the photographs and say what the advantages and disadvantages of each means of transport are. SS work in pairs under T's supervision. EX 3 Further Discussion :Ss express their viewpoints about the questions and T gives immediate feedback.

EVALUATION

- Pupils will be evaluated through:

What do you think the secret to having a good holiday is?

If you were planning a holiday and had to choose between a place you have never been to before and somewhere you have been to many times, which would you choose and why?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	What do you do to apply for a job?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Choose the word or phrase that produces a grammatically correct sentence

Choose the word that most appropriately completes the sentence.

complete the gaps

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Procedure

T asks ss to do their best to get the best marks in the test .Read the text quickly to get an idea of what it is about.
ä When completing a gap read the whole sentence, not just the words before and after the gap, as there may be clues that can help you Try to guess what part of speech the missing word is. Remember that most of the missing words will be prepositions, articles, auxiliary verbs, pronouns, et Choose the word or phrase that produces a grammatically correct sentences. T moves through the students urging them to do their best.

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	On holiday	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	If you visit an English-speaking country, which one would you choose?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Write an e mail based on prompts.

Write your e-mail based on the outline they have made

Teaching Aids

- Blackboard
- The textbook
- Presentations
- CD
- Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

- Vocabulary:

T revises some previously studied words.

Procedure

SS read the e-mail with the notes Mario has made to match Mario's notes with the points a-f below . Read the rubric and the e-mail with the notes. Underline the key words in the rubric. What do you have to include in your e-mail T tells ss that When writing an e-mail based on prompts: read the prompts carefully and make sure you include all the points in your answer, try to rephrase the notes given, add comments and information and use expressions to show how you feel ,organise your e-mail in paragraphs and put related ideas in the same paragraph ,write in an appropriate style according to who the person you are writing to is and the tone of the input.

EVALUATION

Ask Ss some comprehension questions:

Which sentences in the e-mail correspond to Mario's notes?

2. Is the wording in Mario's e-mail exactly the same as in his notes?

3. Does Mario add any extra comments or information to his notes?

4. What kind of language does Mario use?

Students are evaluated furthermore according to their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 reading	Date					
Warm Up	What are 'amazing places' ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Read for details

Guess the meaning of unknown words.

Match phrasal verbs in the article with their meanings

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion

Brainstorm

READING FOR GIST

Presentation

- Vocabulary:
geographical features sights culture and traditions-stand out-made up -made up for

Procedure

Reading

T asks ss about amazing places they know and asks if they know Iceland. Read the magazine article on page 19 about Iceland and answer the question .Ss say the the purpose of the article. T asks them Read the article again and answer the questions 1-7 below. Choose a, b, c or d. T warns them not to assume an option is correct just because it contains a word or phrase that is also in the text. After reading T asks them to match the highlighted phrasal verbs in the article with their meanings

EVALUATION

- Pupils will be evaluated through:

Would you like to visit Iceland? Why/ Why not?

• How is the place you come from different from Iceland?

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>vocabulary & grammar</i>	Date					
Warm Up	How is the weather today ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Study words related to weather.

Study expressions with do and make.

Study present perfect simple and present perfect progressive.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

absence lack shortage .- succeed achieve
accomplish manage - beach shore coast- shower
heat wave blizzard

Procedure

VOCABULARY: Ask ss to guess the meaning of the new words then they begin to complete the sentences using the correct form of the words .Ss correct each other's mistakes. They say if they know any confusing words and any other words related to the weather. T gives examples of words that go with make and do Ss answer the exercise on the T`s supervision .**GRAMMAR** T says the rules about the uses of the Present Perfect Simple and the Present Perfect Progressive .Ss See Grammar Reference .T asks ss to read the dialogues and complete the blanks with the Present Perfect Simple, the Present Perfect Progressive or the Past Simple of the verbs in brackets

EVALUATION

- Pupils will be evaluated through:

Put make or do :

1-..... a purchase

2 business

4..... . sure

5..... a complaint

6..... a fuss

7..... one's duty

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	listening	Date					
Warm Up	Do you like visiting museums? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Listen to people talking in six different situations.

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Listening for gist

Listening for specific information

discussion

Presentation

Vocabulary

Chocolate Museums- on holiday- funny

Procedure

-listening : T advises ss to read the questions and options carefully before hearing a teenager who has just come out of the London Dungeon and a man who is writing a report on London's tourist attractions. Ss say which points are discussed. T plays the CD again to Listen to the conversation again and complete the sentences. Ss are divided into small groups. T say You'll hear five different people talking about why they visited or moved to a particular place. Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use .T gives immediate feedback.

EVALUATION

**- Pupils will be evaluated through:
Who said :**

- I struggled to get used to my new surroundings.**
- I found the locals to be very friendly and helpful.**
- I enjoyed exploring a new place.**
- I discovered a new talent.**
- I took a risk that paid off.?**

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	vocabulary & grammar	Date					
Warm Up	" What does impressive mean ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study adjectives ending with ed and ing

Study adjectives describing people and things.

Study articles.

Teaching Aids

- Blackboard
- The textbook
- Presentations
- CD
- Audio

Learning Strategy

- Discussion
- Brainstorm
- Role Play

Presentation

Target Vocabulary:

Coral reef -volcano -waterfall -pond -islet-lounge Volcano tour guide flight attendant bellboy

Procedure

VOCABULARY :

T explains that Adjectives ending in -ed describe the feeling or attitude one experiences (e.g. bored = experiencing the feeling of boredom). Adjectives ending in -ing describe what or who causes the feeling or attitude (interesting = causing interest).

Grammar:

T explains how to use the indefinite articles a \ an and the definite article the. T gives examples and ss read the examples below and answer the questions on T `s supervision.

EVALUATION

Choose the correct answer:

Correct :

- The film was(impress)**
- I was(tiring)**
- Rob is (disappoint)**
- Reading is (interest)**

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>speaking</i>	Date					
Warm Up	Where do you live? What do you like or dislike about the area?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

- Choose between options

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary

personal space privacy split the bills economical
fresh air open spaces convenient

Procedure

T asks ss to talk about the photographs and e following questions when choosing a house : What are the neighborhoods like?

- What are the drawbacks of each?
- What sort of condition is each building in?
- How much is the rent for each place?.

When ss have all the information needed, they explain which option they prefer and why. T advises ss to ask the questions given; they will help you get the information you need to make your decision. Carefully consider all the information you have received before making your decision. Remember that you must explain why you prefer the option you chose

EVALUATION

- Pupils will be evaluated through:

What are the advantages or disadvantages of living in a large city?

• What are the advantages or disadvantages of living with room mates

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	What is the noun of "invite" ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Choose the word or phrase that produces a grammatically correct sentence

Choose the word that most appropriately completes the sentence.

complete the gaps

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Procedure

T asks ss to remember that the answer must be between two and five words. Keep in mind that you must definitely use the 'key' word and not change it in any way at all .EX A Ss Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. Ss must use between two and five words, including the word given. EX B Decide what part of speech is needed to fill in the gap The words to be formed will usually be nouns, verbs, adjectives or adverbs

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The place to be	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	What kind of magazines do you enjoy reading?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Focus on content when writing

Focus on language when writing.

Read an article about a magical combination

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

- Vocabulary:

T revises some previously studied words.

Procedure

T asks ss to read the rubric below and underline the key words. Ss read the article in B and say the aspects referred to by the writer.. EX B Ss Complete the sentences using the phrases in the box under T`s supervision. T advises ss to tell us ,when writing, about the places near that are popular because of their beautiful scenery and Say what attracts visitors to those places and describe how you feel about them .EX 5 Ss read the rubric below and write the article. use lively colourful language (i.e. a variety of words/ phrases/expressions, direct and indirect questions).Ss should comment on the topic or give their opinion.

EVALUATION

Ask Ss some comprehension questions:

Do you enjoy reading articles about travel and different places in the world? Why / Why not?

Students are evaluated

Furthermore according to their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 reading	Date					
Warm Up	Do you prefer reading crime stories or adventure stories? Why?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Read for details

Guess the meaning of unknown words.

Match phrasal verbs in the article with their meanings

Teaching Aids

- Blackboard
- The textbook
- Newspaper
- CD
- Audio

Learning Strategy

Scan for specific information

Brainstorm

READING FOR GIST

Presentation

- Vocabulary:

Kidnapping murder blackmail fraud theft forgery hacking

Procedure

Reading

T asks to read the texts A-F quickly. And say the best summary sentence for all six texts. Ss read the texts again and answer the questions 1-15. They scan the texts with the help of the T. After reading T asks them to match the highlighted phrasal verbs in the article with their meanings. And match the words 1-6 from the texts with their meanings a-h. There are two extra meanings which ss do not need to use

EVALUATION

- Pupils will be evaluated through:

Which criminal(s):

- remained at the scene of the crime until the police found him?
- left behind evidence that led to his arrest?
- decided to commit a crime spontaneously?

What does "go through with" mean?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>vocabulary & grammar</i>	Date					
Warm Up	<i>What's the meaning of murderer?</i>	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Study words related to crime.

Study collocations

Study comparisons.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm

Presentation

- Target Vocabulary

rob steal burgle mug- avoid prevent ban
forbid- victim hostage witness

Procedure

T asks ss to Complete the table with the missing words. Complete the sentences with words from the table above. You may need to change the form of the words. Match the verbs 1-7 with the words/phrases a-g to form collocations connected with crime and punishment .T asks Ss to Complete the sentences with some of the collocations above. You will need to change the form of some of the verbs.T explains some easily-confusing words .Ss Complete the sentences using the correct form of the words in the boxes .Feedback is a must.

EVALUATION

-
What`s the difference between the following:

1-Victim

Witness

Hostage?

2- avoid

Forbid

ban

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	listening	Date					
Warm Up	Why do laws exist?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

hear part of a radio interview.

Listen for specific information

Answer questions based upon the listening material.

Teaching Aids

- Blackboard
- The textbook
- Presentations
- CD
- Audio

Learning Strategy

Listening for gist

Listening for specific information

discussion

Presentation

Vocabulary

Connecticut -legal-expert-preventing litter

Procedure

-listening : T advises ss to read the questions and options carefully before hearing radio interview with Alan Stapleton, a legal expert who will talk about strange or stupid laws throughout the world. For questions 1-5, Ss choose the best answer a, b or c . T advises them to read through the questions and the options beforehand. The questions follow the order of the recording, so make sure you concentrate on the right question each time. Listen for key words which will help you choose the correct option. SS finalise your answers only after the second listening. T plays the CD twice and ss listen carefully

EVALUATION

- Pupils will be evaluated through:
Complete :

The law about chewing gum in Singapore aims at.....

Why does the law about bicycles in Connecticut sound stupid?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	vocabulary & grammar	Date					
Warm Up	What's the meaning of helpless ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study adjectives ending with ed and ing

Study adjectives describing people and things.

Study articles.

Teaching Aids

- Blackboard
- The textbook
- Presentations
- CD
- Audio

Learning Strategy

- Discussion
- Brainstorm
- Role Play

Presentation

Target Vocabulary:

Endless- illegal -incredible- impossible
insufficient -

Procedure

VOCABULARY: T explains The prefixes un- and in- are used before adjectives and adverbs to give them the opposite meaning (usual - unusual, correct - incorrect) The suffix -less is used after a noun to form an adjective which means not having (end - endless).EX B Ss complete the sentences using the correct form of the words in capitals **GRAMMAR** T says The structure **Comparative Form + and + Comparative Form** is used to indicate a continual change. b. The structure **the + Comparative Form, the + Comparative Form** is used to describe two actions or situations, one of which comes as a result of the other supervision .Immediate feedback is a must

EVALUATION

Complete the second sentence so that it has a similar meaning to the first sentence

The exam was less difficult than I expected. not

The exam.....

I have never had a better meal. This is.....

I couldn't do any better. best

This is.....

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	What kinds of crimes are common where you live?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

- Choose between options

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

Punishment- prevent- crime- break into
burglar pickpocket-wallet safe lock

Procedure

T asks ss to talk about the pictures and say how to prevent these crimes and the punishment for those criminals. Ss work in pairs. T asks them to use expressions like think that... is a more serious crime because...

Being burgled is worse than / not as bad as... Both kinds of crime/punishment are...
...is more/less than... In my opinion, ..Ss say A: Which of these forms of punishment would be harder to endure and why? T pays attention to mispronunciation and corrects mistakes.

EVALUATION

**- Pupils will be evaluated through:
Discuss the following questions:**

Is it better to punish or try to reform a criminal?

• In your opinion, what are the advantages of having somebody who committed a crime do community service?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	What is the noun of " invite" ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Choose the word or phrase that produces a grammatically correct sentence

Choose the word that most appropriately completes the sentence.

complete the gaps

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Procedure

T asks ss to Choose the word or phrase that most appropriately completes the sentence. Ss read the store of Frank Abagnale Jr and complete the gaps. Use only one word in each gap . T asks ss to do their best to get the best marks in the test and tells them that a test means a chance to get rid of their weakness points.

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Beyond limits	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	What examples of vandalism can you think of ?	Class - Share	-	-	-	-	-

OBJECTIVES

pupils will be able to

Write a letter to an editor.

Focus on content.

Focus on style.

Focus on coherence and cohesion

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

- Vocabulary:

T revises some previously studied words.

Procedure

T asks ss to read the rubric below, the article and the sample letter and say if they agree with the writer's opinion. Read the letter again and find the formal words/ expressions that correspond to the more informal meanings given below. Which linking words/ phrases does the writer use to: Read the article below concerning violent behavior of fans at football matches and, in pairs or groups . Write your letter to the editor using the outline you completed in exercise 6. T advises to write in an appropriate style, group related ideas together in paragraphs and list ideas in order of importance.

EVALUATION

Ask Ss some comprehension questions:

What do you think causes the violent behaviour of fans at football matches?

b. What kind of problems does it create?

c. What do you think can be done about it? world? Why / Why not?

Students are evaluated

Furthermore according to their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 reading	Date					
Warm Up	What's your favourite adventure story?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Read for details

Guess the meaning of unknown words.

Reconstructing a gapped text

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion

Brainstorm

READING FOR GIST

Presentation

- Vocabulary:

Terrain -elude- halt- proceed- mines- treasure-volunteer

Procedure

Reading

T asks ss read the text quickly without paying any attention to the missing sentences and answer the question below. T asks "why Allan Quatermain decided to undertake that dangerous journey?" T advises ss to read the whole text in order to get an overall idea , read the sentences before and after the gap and the sentences that have been removed from the text, looking for clues in both the text and the sentences grammatically fit the gap. Ss try to guess the meaning of new words and say sentences using them under T`s supervision.

EVALUATION

- Pupils will be evaluated through:

What do you think will happen next in the story?

• If you were to undertake a journey through the African wilderness, what sort of difficulties do you think you would encounter?

• Why do you think the search for hidden treasure is a popular theme in many books?

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>vocabulary & grammar</i>	Date					
Warm Up	What does "take care" mean?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Study words with take

Study verbs with over.

Study past perfect simple and past perfect progressive.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

advice test advantage care pride notice
measures granted time responsibility

Procedure

VOCABULARY: T asks ss if they can think of any other expressions or collocations with the verb 'take'. T explains Strong' adjectives are a stronger version of other adjectives Over at the beginning of a verb can mean too much, e.g. overeat means eat too much. EX B Read the sentences below and match the verbs beginning with over with their meanings a-f **GRAMMAR** T says the rules about the uses of the Past Perfect Simple and the Past Perfect Progressive. Ss See Grammar Reference. T asks ss to Complete the text with the Past Simple, Past Progressive, Past Perfect Simple, Past Perfect Progressive or would + base form of the verbs in brackets. T gives immediate feedback.

EVALUATION

Replace the strong adjectives in sentences 1-10 with very/extremely

I studied archaeology because I find it fascinating.

Nadia was terrified when she went bungee jumping.

Layla made a delicious chicken pie last night.

I saw tiny insects crawling all over the walls of the building.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	listening	Date					
Warm Up	Do you like motorcycles? Why/Why not?? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Listen to people talking in six different situations.

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Listening for gist

Listening for specific information

discussion

Presentation

Vocabulary

Campground-exhibition-custom- stickers

Procedure

-listening : T tells ss You are going to hear a radio programme about a motorcycle rally. You will hear the programme in several parts. After each part you will hear some questions. For each question choose the correct answer. First, listen to the introduction and note the example question below T advises ss to Remember that you hear the programme only once and that the questions are recorded and not printed. Read the options quickly before you hear each section of the programme so that you can predict the questions and focus on the corresponding parts of the programme Listen to each question carefully and make sure that you choose the option which answers the question according to what you have heard. Don't work on a question while the next question is being spoken .T gives immediate feedback.

EVALUATION

- Pupils will be evaluated through choosing the right answers while listening to the audio.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	vocabulary & grammar	Date					
Warm Up	" What does impressive mean ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study words that are easily confused.

Study questions and question words.

Answer the exercises

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Target Vocabulary:

competition -match game race - fans
spectators participants audience- take part
take apart take place

Procedure

VOCABULARY :

T explains that some words are confusing .T asks if they know other confusing words, Ss answer the exercises on confusing words under T` s supervision.

Grammar:

T explains certain verbs (give, offer, send, show, buy, etc.) take two objects. The direct object usually indicates a thing and the indirect object usually indicates a person (who we do the action to or for). When asking about the indirect object, we must put to or for at the end of the question.

EVALUATION

Match the questions 1-8 with the answers a-h.

1. Which documentary did Rayan say we should see?
2. Who do I give the money to?
3. What did you say?
4. Who was on the phone just now?
 - a. Give it to me.
 - b. The slippery road.
 - c. I said, 'Don't stay up too late.'
 - d. James. He will call back later.
 - e. All her friends, I think

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	Are you an adventurous person?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

-talk about the pictures.

-Choose between options

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

believe that... is very useful/handy because it could help / would give... would definitely choose... because it would help...

Procedure

T asks ss to Talk in pairs. T says "imagine that you are taking part in a competition and that you have to spend two months on a desert island. On the right are some items that you could take with you in order to make your stay easier. First, talk to each other about how useful these items can be. Then decide which two items are the most important ".T reminds them that There are no right or wrong answers but you must make sure to justify your answer. Remember this is not a monologue so both speakers must have equal opportunity to speak. You should listen to your partner's opinion and respond by either agreeing or disagreeing with it.

EVALUATION

- Pupils will be evaluated through:

Which items that you use every day would you find difficult to live without?

• What qualities should you possess to survive on a desert island?

• Why do you think more and more people are in search of adventure nowadays?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	What is the noun of "invite" ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Choose the word or phrase that produces a grammatically correct sentence

Choose the word that most appropriately completes the sentence.

complete the gaps

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Procedure

T asks ss to remember that the answer must be between two and five words. Keep in mind that you must definitely use the 'key' word and not change it in any way at all .EX A Ss Complete the second sentence so that it has a similar meaning to the first, using the word given. Do not change the word given. Ss must use between two and five words, including the word given. EX B Decide what part of speech is needed to fill in the gap The words to be formed will usually be nouns, verbs, adjectives or adverbs

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Adventure	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	Do you play tricks on your friends? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Focus on task

completion and style

Focus on language and

time linkers when

writing.

Study adverbs.

**Read an article "quit
an experience".**

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

- Vocabulary:

Immediately- apparently-perfectly-
particularly-initially- hardly-meanwhile-
gradually

Procedure

T asks ss to read the rubric and the story and answer the questions that follow EX 4, ss use the correct time linkers. .Ss make an outline and then write their story (120-180 words).. T reminds them "When writing a story remember that: you should try to keep the plot of the story fairly simple. the story should continue from or end with the prompt sentence .the story should be organised in paragraphs, have an interesting introduction and an appropriate ending. you should use informal or consistently neutral language.

EVALUATION

**Ask Ss some
comprehension questions:**

*What did Razak and his
friends think was in the
water?*

*2. Does the writer start
the story in an
appropriate way? Is the
prompt sentence changed
at all?*

Students are evaluated

Furthermore according to
their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 reading	Date					
Warm Up	What do you think cities will be like in the future ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

read for gist

reconstruct a gapped text

study the new words

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion

Brainstorm

**READING
FOR GIST**

Presentation

- **Vocabulary:**

Extent undergo radical residential drawback commute

Procedure

Reading

T asks ss to read the article quickly without paying attention to the missing sentences and compare the information in it with your answers to the questions in the previous activity. EX 3 Seven sentences have been removed from the article. Choose from the sentences A-H the one which best fits each gap (1-7). There is one extra sentence which you do not need to use. EX4 Ss match the highlighted words in the article with the meanings a-h. There are two extra meanings which you do not need to use.

EVALUATION

- **Pupils will be evaluated through:**

Would you like to live in a residential high-rise building like the ones described in the text? Why / Why not?

• How does the idea of having several virtual reality images of yourself sound to you?

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>vocabulary & grammar</i>	Date					
Warm Up	How is the weather today ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study words related to weather.

-nouns + prepositions

-collocations with set

.-study future forms

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

Forecast expectation prediction block of flats
office block skyscraper neighbourhood
outskirts suburbs zone

Procedure

VOCABULARY: Ask ss to guess the meaning of the new words then they begin to complete the sentences using the correct form of the words .Ss correct each other's mistakes. They say if they know any confusing words and any other words related to the weather. T gives examples of words that go with make and do Ss answer the exercise on the T`s supervision
.GRAMMAR T says some words that come with SET .T says the rules about the uses of spontaneous decisions, predictions about the future, promises. EX B B. Look at the extract below taken from the text on pages 60-61 and match the phrases in bold with their meanings 1-3

EVALUATION

Read the dialogues and circle the correct Words

1:Where are you going / do you go on holiday next summer?

B: I will probably go / 'm about to go to Cyprus.

2. A: Will you move / Do you move house soon?

B: Yes, I move / will move as soon as they finish / will finish painting the house.

3. A: By one o'clock I will drive / will have been driving for four hours.

B: You should have a break. Let's stop at a restaurant and have some lunch.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	listening	Date					
Warm Up	Do you like visiting museums? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

hear short conversations

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Listening for gist

Listening for specific information

discussion

Presentation

Procedure

-listening:

*T advises ss to, look at the three pictures carefully to get a general idea of what you are going to hear. Listen carefully to the dialogue and focus on the question . All three pictures may be referred to in the dialogue. However, only one of them correctly answers the question. You will hear short conversations. After you hear each conversation, you will be asked a question about what you heard. Choose the picture which answers the question correctly
Ss talk about pictures under T`s supervision and he gives immediate feedback.*

EVALUATION

Students are evaluated according to their answers on the questions posed by the teacher

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	vocabulary & grammar	Date					
Warm Up	" What does "subway" mean ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-study British and American English

Study modal verbs I

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Target Vocabulary:

On the weekend - chips- cell phone- high School- subway- pharmacy/ chemist's

Procedure

VOCABULARY :

T asks ss to read the texts below and underline the words/phrases in American English. What are their British English equivalents . For differences between British and American English in spelling, words/ phrases and grammar and usage, T refers to Appendix II.

Grammar:

T explains Could expresses general ability in the past. Was/ Were able to express ability in a particular situation in the past. Might, may and could are more formal than can when used for asking for permission .T gives examples and ss answer the exercises

EVALUATION

B. Read the sentences and circle the correct answer.

- 1. 'Must / May I interrupt you?' 'Sure.'*
- 2. They should / might make their reservations soon; otherwise the hotel will be full.*
- 3. 'I've got really bad toothache.' 'You should / need go to the dentist.'*
- 4. You mustn't / don't have to wear a suit and tie; the dinner party is not formal.*

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	What types of public transportation exist where you live? How often do you use them?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

- help solve a problem

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

accommodate passenger convenient/inconvenient
weather conditions commute

Procedure

T asks ss to talk about the photographs
Students work in pairs ,Student A, read the situation, look at the pictures and ask the questions. Student B read the information and answer Student A's questions You should look at the pictures below and ask:
• What is the problem?
• What are the options? Then: When you have all the information you need, you should offer some advice to help solve the problem. You can choose one of the options or create your own solution to the problem. Remember to use information you learn from asking questions to explain your final choice. Finally: After you have shared your decision, you will be asked more questions about the topic.

EVALUATION

Discuss the following questions..

Why do you think many people prefer to drive to school/work rather than use public transportation?
• In your opinion, what can be done to encourage people to use public transportation ?

• What do you think vehicles will be like in the future?
• Is it possible to have a form of transportation that is not harmful to the environment

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	Do you think that your lifestyle is as healthy as it should be? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Write a semi-formal letter based on prompts

-focus on communication functions

-make suggestions

-agree and disagree

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Procedure

T asks ss read the announcement and the response a student has written. Underline the sections in David's letter that correspond to the points circled in the announcement. Has David included all the necessary information in his response .T asks What aspects of the letter indicate that it is semi-formal . Ss read the phrases in the table and the prompts 1-6. Respond to each prompt using some of the phrases given and your own ideas. Don't forget to give reasons to justify your opinion . Ss read the rubric and the letter with the notes below. What must you include in your reply to Mr. Fisher . When you are writing a letter based on prompts, remember: to write in an appropriate style- to include all the information in your notes- to write between 120 and 150 words-to check your spelling and grammar.

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Lifestyle	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	What kind of magazines do you enjoy reading?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Focus on content when writing

Focus on language when writing.

Read an article about a magical combination

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

- Vocabulary:

T revises some previously studied words.

Procedure

T asks ss to read the rubric below and underline the key words. Ss read the article in B and say the aspects referred to by the writer.. EX B Ss Complete the sentences using the phrases in the box under T`s supervision. T advises ss to tell us ,when writing, about the places near that are popular because of their beautiful scenery and Say what attracts visitors to those places and describe how you feel about them .EX 5 Ss read the rubric below and write the article. use lively colourful language (i.e. a variety of words/ phrases/expressions, direct and indirect questions).Ss should comment on the topic or give their opinion.

EVALUATION

Ask Ss some comprehension questions:

Do you enjoy reading articles about travel and different places in the world? Why / Why not?

Students are evaluated

Furthermore according to their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The environment	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 reading	Date					
Warm Up	what are the most serious environmental problems we are facing? Why?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

reading for gist

guess the meaning

of unknown words.

scanning for specific information

Teaching Aids

- Blackboard
- The textbook
- Newspaper
- CD
- Audio

Learning Strategy

Discussion

Brainstorm

READING FOR GIST

Presentation

- Vocabulary:

global warming acid rain air pollution
destruction of rainforests -nuclear power
fossil fuels hydroelectric power solar energy

Procedure

Reading

T asks ss to read the text on page 71 quickly and say Why the text was written. Read the text again and answer the questions 1-12. Choose a, b, c or d. Ss scan the passage for specific information. EX 4 Match the words 1-6 with their meanings a-h. There are two extra meanings which you do not need to use

EVALUATION

- Pupils will be evaluated through:

Would you like to visit the Building The Future 7th International Exhibition? Why/ Why not?

• Which section of the exhibition do you find most interesting/unrealistic? Why?

- What is the meaning of*
- cutting-edge
 - ramps
 - generates
 - dwelling
 - renewable
 - boosts

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The environment	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>vocabulary & grammar</i>	Date					
Warm Up	What does field mean?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-study verbs + prepositions

-verbs starting with re

-words with more than one meaning

-conditional sentences

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

depend result concentrate insist (suggest)
Comment insist spend refer relate contribute

Procedure

VOCABULARY: Ask ss to Look at the following extracts from the text on page71. Can you think of any other verbs followed by the preposition on. T explains that he prefix re- is used before verbs and nouns deriving from verbs, and often - but not always - means again (e.g. retell means tell again, but repair doesn't mean pair again **GRAMMAR** T says the rules about the uses of the Present Perfect Simple The prefix re- is used before verbs and nouns deriving from verbs, and often - but not always -means again (e.g. retell means tell again, but repair doesn't mean pair again. Unless can be used instead of if... not... in conditional sentences. Instead of if, we can use as long as, provided/ providing (that), suppose/supposing and on condition (that). If I were you is often used to express an opinion

EVALUATION

- Rewrite the sentences using conditional sentences.

Be here in ten minutes or else I will catch the train without you. Unless you .
2. I can't help you because I have a lot of work. If I didn't .

3. You must study hard, otherwise you won't get into the university you want.If you .

4. The ferry stops in very poor weather conditions. If weather conditions .

5. I'll lend you my surf board but you must return

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The environment	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	listening	Date					
Warm Up	Which endangered species do you know of? Why are they endangered?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

listen for specific information.

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Listening for gist

Listening for specific information

Discussion

Presentation

Vocabulary

Chocolate Museums- on holiday- funny

Procedure

-listening:

T advises ss to read the questions and options carefully before hearing a radio interview with a spokesperson of a company called Endangered Species Chocolates. For questions 1-7, choose the best answer a, b or c. T plays the CD for ss to listen carefully and search for the answers for T's questions. T plays the audio once again. Ss work individually under T's supervision and he gives immediate feedback.

EVALUATION

*- Pupils will be evaluated through:
What is the purpose of Endangered Species Chocolates?*

How does ESC reduce its negative effects on the environment?

*How does ESC protect endangered species/
What are the purses made out of?*

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The environment	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	vocabulary & grammar	Date					
Warm Up	" What does " without success " mean ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study phrasal verbs (keep)

Study prepositional phrases with 'for' And 'without'

Modal verbs ii.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Target Vocabulary:

maintain b. keep pace with stick to continue stay away from not reveal keep under contr for good.

Procedure

VOCABULARY :

T asks ss to look at the following extracts from the radio interview in the listening section and match the phrasal verbs in bold with their corresponding meanings a or b. T gives feedback. **Grammar** : T explains **Might** is used to express a slighter possibility for something to happen than may. **Certainty** (we are absolutely sure about something , **Possibility** (something is possible to happen but we are not sure), **Positive deduction** (we are almost sure that something is true

EVALUATION

Read the sentences and circle the correct answer.

1. My father will / may pick you up from the airport but I'm not 100% sure yet.

2. Philip can't / mustn't be serious about buying a new car; I don't think he can afford it.

3. We must / might go to France next summer; we just have to wait and see if we will manage to save up enough money.)

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The environment	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	What are some things we can do to save energy?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

- speculate and make a decision

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

reduce reuse recycle cut down (on)
destroy pollute/harm the environment dump
save dispose (of) protect throw

Procedure

away

T asks ss to talk about the photographs Talk in pairs. T says "You have been asked to change certain daily routines in order to reduce your impact on the environment". Here are some ideas to consider. First, talk to each other about how helpful these ideas are. Then, decide which two ideas you think would be the most effective. You can use some of the words and expressions in the boxes.

EVALUATION

- Discuss the following questions

Have you or your family taken any measures to reduce your impact on the environment? If so what?

• Which part of your daily routine do you think has the worst impact on the environment? Why?

• Would you volunteer to help or donate money to an environmental organisation? What kind of organisation would interest you?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The environment	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	Is air pollution a serious problem where you live?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

focus on content and organisation

focus on topic sentences.

write an essay

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Procedure

T asks ss to read the short article and the rubric that follows. Underline the key words in the rubric. 3. When writing an essay (for or against an issue): carefully consider the arguments for and against the issue (advantages/disadvantages). select the arguments you have the most to say about. Don't try to deal with too many points .use topic sentences to express the central idea of each paragraph. Ss read the article and the rubric below and underline the key words in the rubric. When writing an essay presenting arguments for or against an issue, follow the outline below.

INTRODUCTION

• Introduce the subject of the essay.

MAIN PART

CONCLUSION

- Make a general comment on the issue.
- Give your opinion.

EVALUATION

- Pupils will be evaluated through their essays they write

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	round-up	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	Units (5-6)	Date					
Warm Up	What kind of magazines do you enjoy reading?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Revise all the

previously studied

points in the two

points

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

- Vocabulary:

T revises some previously studied words.

Procedure

T asks ss if they are able to distinguish the difference in meaning of words easily confused use collocations with the verb set, use nouns/verbs + prepositions. use can and could to express ability/ possibility, ask for or give permission and make requests skim a text to understand the gist and the writer's purpose understand text organization and reconstruct a gapped text, write a semi-formal letter based on prompts , write an essay expressing my opinion .

EVALUATION

SS answer the questions and the exercises on the round up under T`s supervision to make sure that all students have mastered all points in the units.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 reading	Date					
Warm Up	Do you like visiting museums? Why/Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

. read for gist

.guess the meaning of unknown words.

.scan for specific information

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion

Brainstorm

**READING
FOR GIST**

Presentation

- **Vocabulary:**
artefacts documented established
donated disabilities gems

Procedure

Reading

T asks ss to read the advertisements 1-5 for five different museums and say Which of them they would like to visit most. 3 Ss scan for specific information. scanning for specific information. Ss look at the advertisements for five museums you might want to visit and then answer the questions below .EX 4 Match the words highlighted in the advertisements with the meanings a-h. There are two extra meanings which you do not need to use

EVALUATION

- Pupils will be evaluated through:

How do you think a visit to these museums would benefit you?

• Is there any museum that you wouldn't consider visiting? Why?

Homework: Do exercises on page

مدیر المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	<i>vocabulary & grammar</i>	Date					
Warm Up	How is the weather today ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Study words easily confused

Adjectives deriving from verbs and Nouns.

Study relative clauses.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

rise raise arise lift favorite famous notorious popular sight view scene image

Procedure

VOCABULARY: Ask ss to guess the meaning of the new words then they begin to complete the sentences using the correct form of the words .Ss correct each other's mistakes. They say if they know any confusing words and any other words. Ss answer the exercise on the T's supervision .**GRAMMAR** T says that A lot of adjectives are formed by adding a suffix to a verb or noun. The most common adjective suffixes are -y, -ly, -al, -ical, -able, -ible, -ous, -ent, -ant, -ary, -ive and -ative. Prepositions usually appear at the end of defining relative clauses. When this happens, the relative pronoun (who, which, that) can be omitted. The man (who/that) I was talking to five minutes ago is my uncle. In non-defining clauses and sometimes in defining clauses, prepositions appear at the beginning of the relative clause. In this case, only whom or which can be used after the preposition

EVALUATION

- Join the sentences using who, which, that, whose or where.

Rugby is a sport. Many people in Britain play it.

John Walters is visiting our town. He won a gold medal for cycling.

John is my friend. It is his car that was stolen.

My brother is going to Seattle. He will go to college there.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	listening	Date					
Warm Up	Do you like visiting museums? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Listen to people talking in 8 different situations.

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Listening for gist

Listening for specific information

discussion

Presentation

Procedure

-listening :

T advises ss to read the questions and options carefully before hearing people talking in eight different situations. T plays the CD again to Listen to the conversation again and complete the sentences. Ss are divided into small groups. T say You'll hear 8 different people talking Choose from the list a-f the statement that best describes each speaker's experience. Use the letters only once. There is one extra letter which you do not need to use .T gives immediate feedback.

EVALUATION

- Pupils will be evaluated through:

Listen to this man. What is he trying to do?

Why does the curator get upset

You overhear a conversation between two friends.

What is the sculpture made of?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	vocabulary & grammar	Date					
Warm Up	"What does advertisement mean ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-Study participle clauses

study words easily confused.

Answer the exercises

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Target Vocabulary:

announcement advertisement commercial publicity-
income donation salary payment reward

Procedure

VOCABULARY :

T explains that Adjectives ending in -ed describe the feeling or attitude one experiences (e.g. bored = experiencing the feeling of boredom). Adjectives ending in -ing describe what or who causes the feeling or attitude (interesting = causing interest).

Grammar:

T explains The present participle (base form + -ing) can be used to replace a relative clause in the active voice, while the past participle can be used to replace a relative clause in the passive voice. Ss answer the exercises under T`s supervision

EVALUATION

Correct :

1. The olive oil (produce) in this region is of very good quality.
2. There are several hotels in the area (offer) luxurious accommodation.
3. The boy (talk) to our teacher is my cousin Omar.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	Do you consider yourself creative? Why/Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

- focus on pictures

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

broaden one's mind stimulation understand one's culture appreciation of the arts

Procedure

T asks ss to look at the photographs and answer the questions below. they can use some of the words and expressions in the box. T asks :

- What are the similarities and differences between photography and painting ?
- What does each museum offer its visitors?
- Ss use the following expressions "broaden one's mind stimulation understand one's culture appreciation of the arts acquire knowledge creative pastime"

EVALUATION

- Pupils will be evaluated through:

Why do you believe visiting art galleries and museums is important?

• What is the most impressive work of art you have ever seen?

• If you were an artist, what would you like to create? Why?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	What is the noun of "invite" ?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Choose the word or phrase that produces a grammatically correct sentence

Choose the word that most appropriately completes the sentence.

complete the gaps

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary:

history impress signify luxury nature monument attract refer delight fame

Procedure

T asks ss to read Frid a Kahlo and decide which answer a, b, c or d best fits each gap. .EX B Ss complete the blanks with the correct form of the words in capitals. T divides ss into small groups so that education can be cooperative. Ss work under T`s supervision and he urges weak ss to do their best and he gives immediate feedback.

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	Visual arts	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	How often do you write letters? Who to? What about?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-write an informal letter based on prompts.

-focus on using prompts

-focus on communication functions

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

- Vocabulary:

T revises some previously studied words.

Procedure

T asks ss to read the letter with the notes Edward has made and his response. Ss Underline the parts of Edward's response that correspond to his notes. EX 3 Ss imagine that a friend has written a letter similar to the one on page 94 to you because he/she will be visiting, SS write sentence in response. EX 4 Ss read the letter and the notes they have made. SS have to express enthusiasm, say who and why explain where to find information, ask about deadline and offer to send magazine articles. Ss Write a letter, based on the outline made and using some of the ideas from the brainstorming activity in exercise 4B

EVALUATION

Ask Ss some comprehension questions:

How would you communicate with a friend who lives in another city or country?

Students are evaluated

Furthermore according to their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 a	Date					
Warm Up	How often do you use a dictionary?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Read for gist

Guess the meaning of unknown Words

Reconstruct a gapped text

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion

Brainstorm

**READING
FOR GIST**

Presentation

- **Vocabulary:**
acquiring compilation cornerstone concise
comprehensive advancement

Procedure

T asks sss to read the text without paying attention to the missing sentences and answer the question below .Ss say the purpose of the text is to briefly tell the history of dictionaries. Ss read the text again to complete the gaps 1-7 in the text with the sentences A-H. There is one extra sentence which they do not need to use. Ss match the highlighted words in the text and sentences with the meanings a-h. There are two extra meanings which you do not need to use

EVALUATION

- Pupils will be evaluated through:

• Which of the dictionaries mentioned in the text do you think was the most pioneering or influential?

• Which of them would you like to see and possibly use?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1b	Date					
Warm Up	Draw Ss' attention to the title of the lesson .	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Study words easily
confused

study prepositional
phrases with 'in' and
'out of'

study infinitives and -ing
forms

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Presentation

- Target Vocabulary

basic simple primary consist involve contain
include- refer mention report- normal typical
regular common

Procedure

VOCABULARY: Ask ss to guess the meaning of the new words then they begin to complete the sentences using the correct form of the words .Ss correct each other's mistakes. They say if they know any other nouns ending in ion - ance - and ment. **GRAMMAR** Ss look at the following extracts from the text on pages 96-97. What do you think the phrases in bold mean? Can you think of any other phrases starting with in and out of? Ss Complete with in and out of to form prepositional phrases. Some words/phrases can be used with both in and out of .T explains Some verbs (try, stop, remember, forget, regret, go on) can be followed either by an -ing form or a full infinitive but with a difference in meaning

EVALUATION

Complete with in and out of to form prepositional phrases. Some words/phrases can be used with both in and out of.

1. advance
2. brief
3. charge
4. time
5. order
6. breath
7. date
8. hurry
9. fashion
10. shape
11. vain
12. work

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section		Date					
Warm Up	<i>Did you like fairy tales when you were a child?</i>	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

listen for specific information

Answer questions based upon the listening material.

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary

government wealthy multi-cultural outdoors.

Procedure

-listening .

T tells ss that they are going to hear a radio program called 'Fable and Fiction' in which you will hear an expert talking about the Brothers Grimm. You will hear the program in several parts. After each part Ss will hear some questions. For each question choose the correct answer. First, ss listen to the introduction and note the example question below. T plays the audio several times to help ss answer the questions . T urges ss to do their best and gives immediate feedback.

EVALUATION

- Pupils will be evaluated through:

Where were the Brothers Grimm born?

What do you know about the Brothers Grimm?

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	1 d	Date					
Warm Up	" I will spend only <i>a little time</i> in the spa" Give meaning	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

-study nouns ending in -
er, -or, -ist and -ian

-Study noun suffixes (-th,
-ness, -ure, -ity,
-al, -hood, -dom, -ence)

-study modal verbs + have
+ past participle

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Target Vocabulary:

mathematics direct report produce instruct
plumb politics science art type electricity

Procedure

VOCABULARY : T says many nouns ending in -er, -or, -ist and -ian are commonly used to describe occupations. Ss use the words in the box to form nouns describing occupations and put them in the correct column in the table. **Grammar:** T explains that *ought (not) to + have + past participle* is used to express regret or criticism about an action or somebody's behavior in the past. *Needn't + have + past participle* to express absence of necessity in the past, "*must + have + past participle*" for Positive deduction in the past. T gives examples and ss answer exercises

EVALUATION

What nouns derive from the following words?

popular grow independent
arrive free expose
neighbour great

Correct verbs :

Carlos (fail) his exam. He looks so sad.

. You were driving so carelessly last night; you (have) an accident, you know

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	speaking	Date					
Warm Up	Do/Did you often use your school library? Why/Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

- Talk in pairs.

- Answer the questions on the pictures.

- Speculate and make a decision

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Vocabulary

motivating out of the ordinary (un)popular
costly up-to-date downside reference
language development subscription beneficial

Procedure

T asks ss to compare the books .T says Your school has decided to enrich its library by adding a new collection of books. You have been asked by the board of directors to suggest what type of collection should be purchased.. Students talk about the advantages and disadvantages of each of these options. T asks "Which two do you think would be most useful for the students?" Students work in small groups under T`s supervision and he corrects mistakes.

EVALUATION

In your opinion, what are the features that make a book important?

- Is it important for schools to have a library with a variety of books?**
- Why do you believe people read books**

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	examination practice	Date					
Warm Up	Do you read reviews of books in newspapers or in magazines? Why / Why not?	Class - Share	-	-	-	-	-

OBJECTIVES

Pupils will be able to:

Choose the word or phrase that produces a grammatically correct sentence

Choose the word that most appropriately completes the sentence.

complete the gaps

Teaching Aids

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion

Brainstorm

Role Play

Presentation

Procedure

T asks ss to do their best to get the best marks in the test .Read the text quickly to get an idea of what it is about.
ä When completing a gap read the whole sentence, not just the words before and after the gap, as there may be clues that can help you Try to guess what part of speech the missing word is. Remember that most of the missing words will be prepositions, articles, auxiliary verbs, pronouns, et Choose the word or phrase that produces a grammatically correct sentences. T moves through the students urging them to do their best.

EVALUATION

- Pupils will be evaluated through their marks in the test.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :

Material :

Class :

Studying Year :

Unit	The written word	Day	SAT.	SUN.	MON.	TUE.	WED.
Section	writing	Date					
Warm Up	If you visit an English-speaking country, which one would you choose?	Class - Share	-	-	-	-	-

OBJECTIVES

Teaching Aids

Presentation

EVALUATION

Pupils will be able to:

Focus on content and organisation

focus on language

write a review (120-180 words)

Blackboard
The textbook
Presentations
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

- Vocabulary:

Plot author set fictional character theme

Procedure

T says that an international magazine is asking for reviews with the following title: 'Classic Books'. You decide to write a review for the magazine. Describe the book and say what you think about it. Would you recommend the book to other people? Ss match the words highlighted in the review with meanings 1-6. When writing a review of a book : write in an appropriate style; formal or informal depending on the reader. write in paragraphs and avoid including very many details and don't include irrelevant information. use the Present Simple when describing the plot .Ss read the rubric below and write the review (120-180 words).

Each of the following phrases corresponds to one of the paragraphs in the review

- a. gives an overall opinion and makes a recommendation.
- b. gives general information about the book.
- c. gives a brief summary of the story.
- d. comments on what he/she believes makes this book special.

Students are evaluated furthermore according to their writings.

Homework: Do exercises on page

مدير المدرسة :

المشرف التربوي :

معلم المادة :