

Preparation Of

Mega Goal(1-3)

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

**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.**

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| **Notes** | **Distribution of the syllabus Mega Goal 1-3** | **DATES** | | **Week** |
| **To** | **From** |
| **بداية الدراسة**  **للفصل الثالث 17/08/1443هـ**  **20/03/2022م**  **بداية إجازة**  **عيد الفطر 24/09/1443هـ**  **25/04/2022م**  **بداية الدراسة بعد اجازة عيد الفطر 07/10/1443هـ**  **08/05/2022م** | **Intro** | **21/08/1443** | **17/08/1443** | **1** |
| **Unit 1 Complaints, Complaints: lessons1 (Listen and Discuss) – lesson2 (Pair Work) - lesson3 (Grammar)**  **lesson4 (Language in Context) - lesson5 (Listening) - lesson6 (Pronunciation) - lesson7 (About You)** | **28/08/1443** | **24/08/1443** | **2** |
| **Unit 1 Complaints, Complaints: lessons8 (Conversation) – lesson9 (Reading) – lesson10 (Writing)**  **lesson11 (Form, Meaning and Function) – lesson12 (Project) – lesson13 (Self Reflection)** | **06/09/1443** | **02/09/1443** | **3** |
| **Unit 2 I Wonder What Happened: lessons1 (Listen and Discuss) – lesson2 (Pair Work) - lesson3 (Grammar) -**  **lesson4 (Language in Context) - lesson5 (Listening) - lesson6 (Pronunciation) - lesson7 (About You)** | **13/09/1443** | **09/09/1443** | **4** |
| **Unit 2 I Wonder What Happened: lessons8 (Conversation) – lesson9 (Reading) – lesson10 (Writing)**  **lesson11 (Form, Meaning and Function) – lesson12 (Project) – lesson13 (Self Reflection)** | **20/09/1443** | **16/09/1443** | **5** |
| **Unit 2 I Wonder What Happened: lesson12 (Project) – lesson13 (Self Reflection)** | **24/09/1443** | **23/09/1443** | **6** |
| **بداية اجازة عيد الفطر بنهاية دوام يوم الاثنين 24/9/1443هـ الى 4/10/1443هـ** | **04/10/1443** | **25/09/1443** |  |
| **اجازة نهاية أسبوع مطولة**  **24/10/1443هـ**  **25/05/2022م**  **اجازة نهاية أسبوع مطولة**  **16/11/1443هـ**  **15/06/2022م**  **بداية اجازة نهاية العام الدراسي**  **01/12/1443هـ**  **30/06/2022م** | **Unit 3 If It Hadn’t Happened: lessons1 (Listen and Discuss) – lesson2 (Pair Work) - lesson3 (Grammar)**  **lesson4 (Language in Context) - lesson5 (Listening) - lesson6 (Pronunciation) - lesson7 (About You)** | **11/10/1443** | **07/10/1443** | **7** |
| **Unit 3 If It Hadn’t Happened: lessons8 (Conversation) – lesson9 (Reading) – lesson10 (Writing)**  **lesson11 (Form, Meaning and Function) – lesson12 (Project) – lesson13 (Self Reflection)** | **18/10/1443** | **14/10/1443** | **8** |
| **Unit 3 If It Hadn’t Happened: lesson12 (Project) – lesson13 (Self Reflection)** | **23/10/1443** | **21/10/1443** | **9** |
| **الأربعاء والخميس إجازة مطوله** |
| **Unit 4 What They Said: lessons1 (Listen and Discuss) – lesson2 (Pair Work) - lesson3 (Grammar)**  **lesson4 (Language in Context) - lesson5 (Listening) - lesson6 (Pronunciation) - lesson7 (About You)** | **03/11/1443** | **28/10/1443** | **10** |
| **Unit 4 What They Said: lessons8 (Conversation) – lesson9 (Reading) – lesson10 (Writing)**  **lesson11 (Form, Meaning and Function) – lesson12 (Project) – lesson13 (Self Reflection)** | **10/11/1443** | **06/11/1443** | **11** |
| **EXPANSION Units 1–4** | **15/11/1443** | **13/11/1443** | **12** |
| **الأربعاء والخميس إجازة مطوله** |
| **Exams** | **24/11/1443** | **20/11/1443** | **13** |
| **01/12/1443** | **27/11/1443** | **14** |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Conversation – Listening – About you -** **Pronunciation** | | | **Lesson** | **Intro** | | **Unit** |
|  |  |  |  |  | | **Date** | | **How are you?** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Carry out banking transactions.** | | | | | **Tribal Ques.** | | **Learn the meanings of new words.** | | * **Greet the students and say "Welcome".** * **Pages 2 & 3:**   **1 Conversation:**   * **Ask the students to listen and practice reading the conversation in pairs.** * **Ask them to role-play a conversation with a partner.**   **2 Listening:**   * **In group ask the students listen to the conversation and answer the questions, then write the number of the correct expression in the blank.**   **3 About You:**   * **In pairs, ask each student to work with a partner and role-play a conversation like the one at same page and use expressions from B.**   **4 Pronunciation:**   * **In group ask the students to listen and note the rising or falling intonation, then find more examples for rising or falling intonation in the conversation.** | | | | 1. **To carry out banking transactions.** 2. **To talk about stress.** 3. **To listen for specific information/ draw conclusions.** 4. **To listen and identify language functions in discourse.** 5. **To recycle and use familiar stress, intonation patterns, identify falling/ rising intonation patterns.** | |
| **Talk about stress.** | | | | | **Structural Ques.** | |
| **Listen for specific information/ draw conclusions.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **A general review of what has been studied.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Reading - Writing** | | | **Lesson** | **Intro** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read the text correctly.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Greet the students and say "Welcome".** * **Write the date and the title on the board.** * **Page (4-5):**   **5 Reading:**   * **Introduce the new vocabulary and write them on the board.** * **They read the words one by one aloud.** * **Ask them to look at page 4.** * **Ask Students to practice reading the text and answer the questions.** * **Ask some students to test each other in pairs.** * **I Check the answers with the class.**   **6 Writing:**   * **In pairs, ask students to write two or more important things that cause stress in their peers.** * **Then they give some advice for handling these things.** * **Ask students to copy the organizer shown in page 5 into their notebook and write their notes in it, then they use it to help them write.** | | | | 1. **To read the text correctly.** 2. **To write about stress and give advice.** 3. **To recognize the new vocabulary in text.** | |
| **Write about stress and give advice.** | | | | | **Structural Ques.** | |
| **Recognize the new vocabulary in text.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Listen for specific information/ draw conclusions.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Listen and Discuss - Pair Work** | | | **Lesson** | **1 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Talk about problems and things that need to be done** | | | | | **Tribal Ques.** | | **Learn the meanings of new words.** | | * **Greet the students.** * **Revise the previous lesson and check the homework.** * **Write the date and the title on the board.** * **Page (6-7):**   **1- Listen and Discuss:**   * **Ask the students to open their books and play the CD twice.** * **Ask them to read the consumer complaints, and find one sentence in each picture that is a complaint and underline it.** * **Then I ask them to answer the questions.**   **2- Pair work:**   * **Ask students to role-play the problems presented on these pages.** | | | | 1. **To talk about problems and things that need to be done.** 2. **To ask to have something done.** 3. **To talk about common consumer complaints.** | |
| **Ask to have something done.** | | | | | **Structural Ques.** | |
| **Talk about common consumer complaints.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Recognize the new vocabulary in text.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Grammar** | | | **Lesson** | **1 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Need to Be (Done).** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (8-9):**   **3- Grammar:**  **Need to Be (Done):**  **Ex: The windows need to be cleaned. (= Someone needs to clean the windows.)**  **The car seats need to be fixed. (= Someone needs to fix the car seats.)**  **Have/Get Something (Done):**  **Use have or get, with the past participle, when someone else does the service for you.**  **Ex: The rooms need to be decorated.**  **We’re having/getting the rooms decorated.**  **The roof needs to be repaired.**  **We’re going to have/get the roof repaired.**  **The house needed to be painted.**  **We had/got the house painted.**  **Past Participles as Adjectives:**  **Ex: break–broken**  **The windows were broken. I fixed the broken windows.** | | | | 1. **To use Need to Be (Done).** 2. **To give examples for Have/Get Something (Done).** 3. **To use Past Participles as Adjectives.** | |
| **Give examples for Have/Get Something (Done).** | | | | | **Structural Ques.** | |
| **Use Past Participles as Adjectives.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Talk about common consumer complaints.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Language in Context - Listening - Pronunciation - About You** | | | **Lesson** | **1 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Talk about common consumer complaints.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (10):**   **4- Language in Context:**   * **In Pairs, ask the students to explain the instructions which appeared on product labels in their own words.**   **5- Listening:**   * **Ask the students to listen to the guest’s complaints, then complete the chart shown on page 10 with his problems.**   **6- Pronunciation:**   * **Ask the students to listen and note the stress on the first noun in the compound nouns, then practice.** * **Then ask them to find more words on the previous pages that are made up of two nouns, Practice reading them aloud by stressing the first part of the first noun.**   **7- About You:**   * **Ask students to woks in a group to ask the questions and have their friends answer. Then switch roles.** | | | | 1. **To talk about common consumer complaints.** 2. **To listen for specific information about complaints.** 3. **To practice Stress in compound nouns.** 4. **To find meanings of new Vocabulary in the dictionary.** | |
| **Listen for specific information about complaints.** | | | | | **Structural Ques.** | |
| **Find meanings of new Vocabulary in the dictionary.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use Past Participles as Adjectives.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Conversation** | | | **Lesson** | **1 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read to the conversation.** | | | | | **Tribal Ques.** | | **Write a conversation by using some expression.** | | * **Page (11):**   **8- Conversation**  **Real Talk:**  **Yes, please, if you could. = polite way to respond to an offer**  **It sounds like = It seems to be**  **About the conversation:**   * **Ask students to work in pairs to ask and answer the questions. Then switch roles.**   **Your Turn:**   * **Ask each student to role-play a** **conversation between a customer and the salesperson, the customer want to complain about an item he bought.** * **Ask them to make a list in their notebook of three things the salesperson says and three things customer say.** | | | | 1. **To read to the conversation.** 2. **To recognize the new vocabulary in the text.** 3. **To practice making a dialogue in pairs.** 4. **To write a conversation by using some expression.** | |
| **Recognize the new vocabulary in the text.** | | | | | **Structural Ques.** | |
| **Practice making a dialogue in pairs.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Find meanings of new Vocabulary in the dictionary.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **h** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Reading - Writing** | | | **Lesson** | **1 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read the text article.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (12-15):**   **9- Reading:**   * **Introduce the new vocabulary and write them on the board.** * **They read the words one by one aloud.** * **Ask them to look at page 12.** * **Ask Students to practice reading article and answer the questions.** * **Ask some students to test each other in pairs.** * **I Check the answers with the class.**   **10- Writing:**   * **In pairs, ask students to read the complaint letter on page 15 and answer the questions.** * **Then they read the letter again and circle the paragraph(s) that do the following on page 14.** * **Ask students to think about a faulty product, what can go wrong with it, then make notes in the chart.** | | | | 1. **To read the article correctly.** 2. **To write a letter or email of complaint about a faulty product.** 3. **To recognize the new vocabulary in text.** | |
| **Write a letter or email of complaint about a faulty product.** | | | | | **Structural Ques.** | |
| **Recognize the new vocabulary in text.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Practice making a dialogue in pairs.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Form, Meaning and Function** | | | **Lesson** | **1 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Present Perfect Simple Tense.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (16-17):**   **11- Form, Meaning and Function:**  **Present Perfect Simple Tense:**  **Use the present perfect to talk about recently completed actions.**  **Present Perfect with Already, Yet, Just:**  **You can use the present perfect to talk about events that happened before now.**  **It is possible that the event happened earlier than expected.**  **Verb + Gerund:**  **Use the gerund form (which ends in -ing) after the following verbs:**  **avoid enjoy give up imagine mind stop**  **can’t stand finish hate keep miss suggest.**  **Object Pronouns:**  **Need/Want/Like + Infinitive:**  **Use the full infinitive (which is to + the base form of the verb) after the following verbs: need, want, like.**  **Imperatives and Two-Word Verbs:**  **Two-word verbs are common in English. They have a verb + particle. Object pronouns always come between the verb and the particle.** | | | | 1. **To use Present Perfect Simple Tense.** 2. **To use Present Perfect with Already, Yet, Just.** 3. **To make sentences using Verb + Gerund.** 4. **To practice doing exercises in pairs.** | |
| **Use Present Perfect with Already, Yet, Just.** | | | | | **Structural Ques.** | |
| **Make sentences using Verb + Gerund.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Recognize the new vocabulary in text.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Project - Self Reflection** | | | **Lesson** | **2 Complaints, Complaints** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Do a family survey on complaints about products and prepare a poster presentation with your advice (Project).** | | | | | **Tribal Ques.** | | **Write five favourite new words from Unit 3.** | | * **Page (18-19):**   **12- Project:**   * **Ask every student to think about the complaints that his family has made about different products at home, then he interviews some of the members of his family to find out more and make notes in the chart shown on page 18.** * **Ask students to make a large poster of 3 to 5 products. they can cut out photos of products if they like, or draw them.**   **13- Self Reflection:**   * **Ask the students to look the tables on page 19 with giving them a chance to reflect then ask them to complete it** * **I check the answers with the class, and make sure of their performance.** | | | | 1. **To do a family survey on complaints about products and prepare a poster presentation with his advice (Project).** 2. **To write things that he liked and didn't like about Unit 1.** 3. **To write things that he found easy and found difficult in Unit 1.** 4. **To write five favorite new words from Unit 1.** | |
| **Write things that you liked and didn't like about Unit 1.** | | | | | **Structural Ques.** | |
| **Write things that you found easy and found difficult in Unit 1.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Make sentences using Verb + Gerund.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Listen and Discuss - Pair Work** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Talk about events that happened in the past before others.** | | | | | **Tribal Ques.** | | **Learn the meanings of new words.** | | * **Greet the students.** * **Revise the previous lesson and check the homework.** * **Write the date and the title on the board.** * **Page (20-21):**   **1- Listen and Discuss:**   * **Ask the students to open their books and play the CD twice.** * **Ask them to Look at the pictures and write words for some of the things and actions they see in each picture.** * **Then I ask them to answer the questions.**   **2- Pair work:**   * **Ask each student to work with a partner to ask and answer about the photos.** | | | | 1. **To talk about events that happened in the past before others.** 2. **To speculate about facts and events.** 3. **To express necessity and lack of necessity.** | |
| **Speculate about facts and events.** | | | | | **Structural Ques.** | |
| **Express necessity and lack of necessity.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Do a family survey on complaints about products.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Grammar** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Past Perfect Tense.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (22-23):**   **3- Grammar:**  **Past Perfect Tense:**  **Use the past perfect tense (had + past participle) to indicate an action that happened before another action in the past.**  **Ex: When we arrived at the airport, our flight had already left.**  **They couldn’t get in the house because they had forgotten the key.**  **Can’t, Could, Couldn’t, Must, May, or Might:**  **Use can’t, must, may, or might to make suppositions, to speculate about something, and to draw conclusions.**  **Use must to say we are sure of something.**  **Use can’t or couldn’t to say that we think something is impossible.**  **Use may, might, or could to say that something is possible.**  **Ex: present**  **It can’t be a balloon. Balloons aren’t shaped like that. It might be a glider.**  **Ex: past**  **It couldn’t have been a balloon. Balloons aren’t shaped like that. It might have been a glider.** | | | | 1. **To use Past Perfect Tense.** 2. **To give examples for Can’t, Could, Couldn’t, Must, May, or Might.** 3. **To answer the questions correctly.** | |
| **Give examples for Can’t, Could, Couldn’t, Must, May, or Might.** | | | | | **Structural Ques.** | |
| **Answer the questions correctly.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Express necessity and lack of necessity.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Language in Context - Listening - Pronunciation - About You** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Listen for general understanding and speculate causes.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (24):**   **4- Language in Context:**   * **In Pairs, ask the students to look at the picture and imagine what had happened before Mr. and Mrs. Jones got home.**   **5- Listening:**   * **Ask the students to listen to the two strange events, and complete the chart.** * **Then they write the strange events in the What Happened? column.**   **6- Pronunciation:**   * **Ask the students to listen and note the er ending in the following words then practice**   **7- About You:**   * **Ask students to woks in a group to ask the questions and have their friends answer. Then switch roles.** | | | | 1. **To listen for general understanding and speculate causes.** 2. **To practice Word-ending er.** 3. **To find meanings of new Vocabulary in the dictionary.** | |
| **Practice Word-ending er.** | | | | | **Structural Ques.** | |
| **Find meanings of new Vocabulary in the dictionary.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Answer the questions correctly.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Conversation** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read to the conversation.** | | | | | **Tribal Ques.** | | **Write a conversation by using some expression.** | | * **Page (25):**   **8- Conversation**  **Real Talk:**  **Excuse me. = a way to start a conversation with a stranger**  **Gee! = an exclamation to express surprise**  **Beats me! = I have no idea!**  **You never know. = Anything is possible.**  **About the conversation:**   * **Ask students to work in pairs to ask and answer the questions. Then switch roles.**   **Your Turn:**   * **Ask each student to role-play the conversation with a partner and they speculate about the object found in the park.** * **Then each student imagine he is a reporter and give a report about what happened at the park.** | | | | 1. **To read to the conversation.** 2. **To recognize the new vocabulary in the text.** 3. **To practice making a dialogue in pairs.** 4. **To write a conversation by using some expression.** | |
| **Recognize the new vocabulary in the text.** | | | | | **Structural Ques.** | |
| **Practice making a dialogue in pairs.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Find meanings of new Vocabulary in the dictionary.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Reading - Writing** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read the text correctly.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (26-29):**   **9- Reading:**   * **Introduce the new vocabulary and write them on the board.** * **They read the words one by one aloud.** * **Ask them to look at page 26.** * **Ask Students to practice reading text and answer the questions.** * **Ask some students to test each other in pairs.** * **I Check the answers with the class.**   **10- Writing:**   * **In pairs, ask students to read the article and identify the different stages that remote controls went through.** * **Ask them to look at the picture of the Kon-Tiki and answer questions.** | | | | 1. **To read the text correctly.** 2. **To write a description of a vessel, voyage or expedition.** 3. **To recognize the new vocabulary in text.** | |
| **Write a description of a vessel, voyage or expedition.** | | | | | **Structural Ques.** | |
| **Recognize the new vocabulary in text.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Practice making a dialogue in pairs.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Form, Meaning and Function** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Independent Clauses with And, But, Or, So, and Yet.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (30-31):**   **11- Form, Meaning and Function:**  **Independent Clauses with And, But, Or, So, and Yet:**  **An independent clause expresses a complete thought and can stand alone as a sentence.**  **Ex: A meteorite crashed through their two-story house.**  **The Past with Dependent Time Clauses:**  **We can talk about a past event using a time clause with when, as soon as, before, after, while, until, and since.**  **Ex: When they arrived home, they discovered to their amazement that a meteorite had crashed through the roof.**  **Expressing Enthusiasm with Intensifiers and Adjectives:**  **We can use really with both kinds of adjectives. It means a lot. But when we use quite before a gradable adjective it means a little. When we use quite before a non-gradable adjective, it means completely.**  **Conditional Sentences with Present and Future Forms:**  **Use conditional sentences with if to talk about real causes and results. In these cases you can also use when in place of if.**  **Express Necessity and Lack of Necessity:** | | | | 1. **To use Independent Clauses with And, But, Or, So, and Yet.** 2. **To use The Past with Dependent Time Clauses.** 3. **To make sentences using Expressing Enthusiasm with Intensifiers and Adjectives.** 4. **To practice doing exercises in pairs.** | |
| **Use The Past with Dependent Time Clauses.** | | | | | **Structural Ques.** | |
| **Make sentences using Expressing Enthusiasm with Intensifiers and Adjectives.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Recognize the new vocabulary in text.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Project - Self Reflection** | | | **Lesson** | **2 I Wonder What Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Collect information and write about a meteor occurrence on Earth and do a poster presentation (Project).** | | | | | **Tribal Ques.** | | **Write five favourite new words from Unit 4.** | | * **Page (32-33):**   **12- Project:**   * **Ask every student to research and find information about meteorites that landed on Earth.** * **Then they use the Internet, their school library, or other sources.**   **13- Self Reflection:**   * **Ask the students to look the tables on page 33 with giving them a chance to reflect then ask them to complete it** * **I check the answers with the class, and make sure of their performance.** | | | | 1. **To collect information and write about a meteor occurrence on Earth and do a poster presentation (Project).** 2. **To write things that he liked and didn't like about Unit 2.** 3. **To write things that he found easy and found difficult in Unit 2.** 4. **To write five favorite new words from Unit 2.** | |
| **Write things that you liked and didn't like about Unit 2.** | | | | | **Structural Ques.** | |
| **Write things that you found easy and found difficult in Unit 2.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Make sentences using Expressing Enthusiasm with Intensifiers and Adjectives.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Listen and Discuss - Pair Work** | | | **Lesson** | **3 If It Hadn’t Happened** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Talk about discoveries and inventions and how things would have been different without them.** | | | | | **Tribal Ques.** | | **Learn the meanings of new words.** | | * **Greet the students.** * **Revise the previous lesson and check the homework.** * **Write the date and the title on the board.** * **Page (34-35):**   **1- Listen and Discuss:**   * **Ask the students to open their books and play the CD twice.** * **Ask them to look at the pictures and write as many words as they can think of for each.** * **Then I ask them to answer the questions.**   **2- Pair work:**   * **Ask each student to work with a partner to ask and answer.** * **Then they write down a list of mistakes would they try to avoid.** | | | | 1. **To talk about discoveries and inventions and how things would have been different without them.** 2. **To talk about missed opportunities and regrets.** 3. **To use Expressing ability, permission and requests.** | |
| **Talk about missed opportunities and regrets.** | | | | | **Structural Ques.** | |
| **Use Expressing ability, permission and requests.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Write things that you found easy and found difficult in Unit 2.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Should Have + Past Participle.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (36-37):**   **3- Grammar:**  **Should Have + Past Participle:**  **Use should have + past participle to talk about regrets. Use this form to talk about things you wish you had done or hadn’t done.**  **Ex: I should have said I was sorry. (… but I didn’t say I was sorry)**  **Conditional Sentences: Hypothetical Situations in the Past:**  **Use if + past perfect + would have + past participle to talk about things that didn’t happen in the past and had a result in the past or to talk about things you would have done differently.**  **Ex: If I hadn’t found my book, I would have been in trouble. (I found my book, so I wasn’t in trouble).**  **Use if + past perfect + would + (not) base verb/be + -ing to talk about things that didn’t happen in the past and have a result in the present.**  **If with Could and Might:**  **Use if and could/might + past perfect to talk about possibilities and missed opportunities.**  **Ex: If I had gotten a job last summer, I could have saved more money.**  **If she had left work earlier, she might have avoided traffic.** | | | | 1. **To use Should Have + Past Participle.** 2. **To give examples for Conditional Sentences: Hypothetical Situations in the Past.** 3. **To use If with Could and Might.** | |
| **Give examples for Conditional Sentences: Hypothetical Situations in the Past.** | | | | | **Structural Ques.** | |
| **Use If with Could and Might.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use Expressing ability, permission and requests.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
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| **Th** | **We** | | **Tu** | | **Mo** | | **Su** | | | | **Day** | | | | **Language in Context - Listening - Pronunciation - About You** | | | | | | | **Lesson** | | **3 If It Hadn’t Happened** | | | **Unit** |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | | | | | | | **Enrichment activity** | | | | **Procedure** | | | | | | | | | **Objectives** | |
| **Listen to a radio show for details about regrets.** | | | | | | | | | **Tribal Ques.** | | | | **Use nonlinear information and key words.** | | | | * **Page (38):**   **4- Language in Context:**   * **In Pairs, ask the students to Imagine they found a message in a bottle.** * **Then they discuss with a partner what they would have thought if they had found the bottle and what they would have done with the money.**   **5- Listening:**   * **Ask the students to listen to the people on the radio show, and complete the chart shown on page 38.**   **6- Pronunciation:**   * **Ask the students to listen and note the reduction of could have, should have, and would have then practice.**   **7- About You:**   * **Ask students to woks in a group to ask the questions and have their friends answer. Then switch roles.** | | | | | | | | | 1. **To listen to a radio show for details about regrets.** 2. **To practice Reductions could have, should have, and would have.** 3. **To find meanings of new Vocabulary in the dictionary.** | |
| **Practice Reductions could have, should have, and would have.** | | | | | | | | | **Structural Ques.** | | | |
| **Find meanings of new Vocabulary in the dictionary.** | | | | | | | | | **Final Ques.** | | | |
| **Previous experience** | |
| **Use If with Could and Might.** | |
| **Interactive links to textbook** | | | | | | | | | | | | | **Interactive link** | | | | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | | | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | | | | | **Home works** | |
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| **Th** | | **We** | | **Tu** | | **Mo** | | **Su** | | | | **Day** | | | | **Conversation** | | | | | **Lesson** | | **3 If It Hadn’t Happened** | | | | **Unit** |
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| **Questions** | | | | | | | | | | | | | | **Enrichment activity** | | | | **Procedure** | | | | | | | **Objectives** | | |
| **Read to the conversation.** | | | | | | | | | | **Tribal Ques.** | | | | **Write a conversation by using some expression.** | | | | * **Page (39):**   **8- Conversation**  **Real Talk:**  **You mean = an expression used to confirm what someone else has said**  **go out into the world = start to be on one’s own and independent**  **breathing down someone’s neck = constantly checking**  **As for (me) = an expression used to introduce a new subject/topic**  **have one’s mind set on something = be firmly decided**  **About the conversation:**   * **Ask students to work in pairs to ask and answer the questions. Then switch roles.**   **Your Turn:**   * **Ask each student to role-play with a partner to pretend he is talking to Faisal or Ibrahim** * **Then they talk about the things they would have done differently** | | | | | | | 1. **To read to the conversation.** 2. **To recognize the new vocabulary in the text.** 3. **To practice making a dialogue in pairs.** 4. **To write a conversation by using some expression.** | | |
| **Recognize the new vocabulary in the text.** | | | | | | | | | | **Structural Ques.** | | | |
| **Practice making a dialogue in pairs.** | | | | | | | | | | **Final Ques.** | | | |
| **Previous experience** | | |
| **Find meanings of new Vocabulary in the dictionary.** | | |
| **Interactive links to textbook** | | | | | | | | | | | | | | **Interactive link** | | | | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | | | **Enriching information** | | |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read the advices correctly.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (40-43):**   **9- Reading:**   * **Introduce the new vocabulary and write them on the board.** * **They read the words one by one aloud.** * **Ask them to look at page 40.** * **Ask Students to practice reading advice columns in newspapers and magazines and answer the questions.** * **Ask some students to test each other in pairs.** * **I Check the answers with the class.**   **10- Writing:**   * **In pairs, ask students to read the advice column and answer the questions.** * **After that they notice the first part of each paragraph. Why do they think the writer has chosen to address the issue in this manner? What is the effect? Is the letter reprimanding or friendly? How would they feel if they were Sabah?** | | | | 1. **To read the advices correctly.** 2. **To write a response for an advice column.** 3. **To recognize the new vocabulary in text.** | |
| **Write a response for an advice column.** | | | | | **Structural Ques.** | |
| **Recognize the new vocabulary in text.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Practice making a dialogue in pairs.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Form, Meaning and Function** | | | **Lesson** | **3 If It Hadn’t Happened** | | **Unit** |
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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Present Perfect Tense versus Simple Past.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (44-45):**   **11- Form, Meaning and Function:**  **Present Perfect Tense versus Simple Past:**  **Use the present perfect to talk about an action that happened in the past when the exact time isn’t known or important. Use the past tense when the exact time is given.**  **Ex: A: Have they discovered life on another planet yet?**  **B: Yes, they have.**  **Time Expressions: Ago, For and Since:**  **Use the simple past tense when the exact time is given: yesterday, two days ago, last week/month/year. Use the present perfect simple tense with for to indicate the duration of the action: for two months, for a year, for a long time.**  **Use the present perfect simple with since to indicate when the action began: since yesterday, since last June.**  **Expressing Ability, Permission and Requests:**  **Use can to express ability in the present.**  **Use may and can to express permission.**  **Use can and could to make polite requests. Could is more formal.**  **If with Past Perfect and Would Be Able/Would Have Been Able:**  **Use if + past perfect and be able to talk about ability and missed opportunities.** | | | | 1. **To use Present Perfect Tense versus Simple Past.** 2. **To use Time Expressions: Ago, For and Since.** 3. **To make sentences using Expressing Ability, Permission and Requests.** 4. **To practice doing exercises in pairs.** | |
| **Use Time Expressions: Ago, For and Since.** | | | | | **Structural Ques.** | |
| **Make sentences using Expressing Ability, Permission and Requests.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Recognize the new vocabulary in text.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Project - Self Reflection** | | | **Lesson** | **3 If It Hadn’t Happened** | | **Unit** |
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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Write the results of a survey about regrets (Project).** | | | | | **Tribal Ques.** | | **Write five favourite new words from Unit 5.** | | * **Page (46-47):**   **12- Project:**   * **Ask every student to do a class survey.** * **Each student finds out what the most common regrets are, then he asks his classmates and make notes in the chart shown on page 46.** * **After that they repeat the survey with people outside class and ask questions and make notes in the chart.** * **Finally, they compare the results of the two surveys.**   **13- Self Reflection:**   * **Ask the students to look the tables on page 47 with giving them a chance to reflect then ask them to complete it** * **I check the answers with the class, and make sure of their performance.** | | | | 1. **To write the results of a survey about regrets (Project).** 2. **To write things that he liked and didn't like about Unit 3.** 3. **To write things that he found easy and found difficult in Unit 3.** 4. **To write five favorite new words from Unit 3.** | |
| **Write things that you liked and didn't like about Unit 3.** | | | | | **Structural Ques.** | |
| **Write things that you found easy and found difficult in Unit 3.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Make sentences using Expressing Ability, Permission and Requests.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Report what people said.** | | | | | **Tribal Ques.** | | **Learn the meanings of new words.** | | * **Greet the students.** * **Revise the previous lesson and check the homework.** * **Write the date and the title on the board.** * **Page (48-49):**   **1- Listen and Discuss:**   * **Ask the students to open their books and play the CD twice.** * **Ask them to read what each person said and how it is reported. Examine the differences.** * **Then I ask them to answer the questions.**   **2- Pair work:**   * **Ask each student to work with a partner, find sentences that are reported in the texts you read.** * **Then they Make questions for those reports and ask them to their friend.** | | | | 1. **To report what people said.** 2. **To discuss famous quotes.** 3. **To relate messages.** | |
| **Discuss famous quotes.** | | | | | **Structural Ques.** | |
| **Relate messages.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Write things that you found easy and found difficult in Unit 3.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Reported Speech.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (50-51):**   **3- Grammar:**  **Reported Speech:**  **Ex: “I have a brother and a sister.” He said (that) he had a brother and a sister.**  **“I’m talking to Mary.” She said she was talking to Mary.**  **“I learned English in Canada.” He said he had learned English in Canada.**  **“I haven’t seen the film yet.” She said she hadn’t seen the film yet.**  **Reported Questions:**  **Ex: How old are you? He asked how old I was.**  **Word Changes in Reported Speech:**  **In reported speech, some words may be different from those in the original sentence.**  **Ex: “I did my homework already.” Todd said that he had done his homework already.**  **Reporting Verbs:**  **A variety of verbs with different shades of meaning can be used in place of say.**  **Ex: “Yes, it’s a good idea.” My friend agreed it was a good idea.** | | | | 1. **To use Reported Speech.** 2. **To give examples for Reported Questions.** 3. **To use Word Changes in Reported Speech.** 4. **To give examples for Reporting Verbs.** | |
| **Give examples for Reported Questions.** | | | | | **Structural Ques.** | |
| **Use Word Changes in Reported Speech.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Relate messages.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Language in Context - Listening - Pronunciation - About You** | | | **Lesson** | **4 What They Said** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Discuss the environment and natural disasters.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (52):**   **4- Language in Context:**   * **In Pairs, ask the students to read what each person said and how it was reported, then they write some sentences about global issues.**   **5- Listening:**   * **Ask the students to listen and write the three mistakes during the presidential candidate' speech.**   **6- Pronunciation:**   * **Ask the students to listen and note the difference in the pronunciation of that, then practice.** * **They find all the sentences that have the word that and read the sentences aloud stressing the right one.**   **7- About You:**   * **Ask students to woks in a group to ask the questions and have their friends answer. Then switch roles.** | | | | 1. **To discuss the environment and natural disasters.** 2. **To listen for specific information from a speech.** 3. **To practice Unstressed and stressed that.** 4. **To express agreement and disagreement with: so, neither, either, too.** | |
| **Listen for specific information from a speech.** | | | | | **Structural Ques.** | |
| **Find meanings of new Vocabulary in the dictionary.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use Word Changes in Reported Speech.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Conversation** | | | **Lesson** | **4 What They Said** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Read to the conversation.** | | | | | **Tribal Ques.** | | **Write a conversation by using some expression.** | | * **Page (53):**   **8- Conversation**  **Real Talk:**  **really/totally = used to make a statement stronger**  **In the end = used to introduce a statement with the final event or result**  **or anything like that = or other similar things; used so that the speaker doesn’t have to give a complete list or explain things in more detail**  **hoax = a plan that is designed to trick someone else**  **About the conversation:**   * **Ask students to work in pairs to ask and answer the questions. Then switch roles.**   **Your Turn:**   * **Ask each student to role-play the following conversations with a partner:**   **1. The one that might have taken place between Faisal and the man on**  **the phone.**  **2. The one between Khaled and the man on the phone.** | | | | 1. **To read to the conversation.** 2. **To recognize the new vocabulary in the text.** 3. **To practice making a dialogue in pairs.** 4. **To write a conversation by using some expression.** | |
| **Recognize the new vocabulary in the text.** | | | | | **Structural Ques.** | |
| **Practice making a dialogue in pairs.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Find meanings of new Vocabulary in the dictionary.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Reading - Writing** | | | **Lesson** | **4 What They Said** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Practice writing any famous quotes.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (54-57):**   **9- Reading:**   * **Introduce the new vocabulary and write them on the board.** * **They read the words one by one aloud.** * **Ask them to look at page 54.** * **Ask Students to practice writing any famous quotes and answer the questions.** * **Ask some students to test each other in pairs.** * **I Check the answers with the class.**   **10- Writing:**   * **In pairs, ask students to look** **at the scene in the picture and read the text then I help them to answer the questions.** | | | | 1. **To practice writing any famous quotes.** 2. **To write an email to give information and directions to a place.** 3. **To recognize the new vocabulary in text.** | |
| **Write an email to give information and directions to a place.** | | | | | **Structural Ques.** | |
| **Recognize the new vocabulary in text.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Practice making a dialogue in pairs.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **h** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Form, Meaning and Function** | | | **Lesson** | **4 What They Said** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use Words Connected with the Environment and Natural Disasters.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (58-59):**   **11- Form, Meaning and Function:**  **Words Connected with the Environment and Natural Disasters:**  **Some words that we commonly use when we talk about environmental problems**  **and natural disasters are: global warming flood damage**  **Negative Questions:**  **We can use negative questions to check information or express surprise.**  **Relative Adverb: Where**  **Ex: That’s the school where I attended as a child.**  **Indirect Questions:**  **Use indirect questions when you ask for information. There is no inversion of the subject and verb in indirect questions.**  **Expressing Agreement with So, Neither, Either, Too:**  **Use so and too when you agree with an affirmative statement.**  **Use neither and either when you agree with a negative statement.**  **Expressing Disagreement:**  **Ex: A: I didn’t like the pizza.**  **B: I did..** | | | | 1. **To use Words Connected with the Environment and Natural Disasters.** 2. **To use Negative Questions.** 3. **To make sentences using Relative Adverb: Where.** 4. **To practice doing exercises in pairs.** | |
| **Use Negative Questions.** | | | | | **Structural Ques.** | |
| **Make sentences using Relative Adverb: Where.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Recognize the new vocabulary in text.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **Project - Self Reflection** | | | **Lesson** | **4 What They Said** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Write about interesting quotations (Project).** | | | | | **Tribal Ques.** | | **Write five favourite new words from Unit 6.** | | * **Page (60-61):**   **12- Project:**   * **Ask every student to find interesting quotations by famous people in politics, education, science, history, and so on.**   **13- Self Reflection:**   * **Ask the students to look the tables on page 61 with giving them a chance to reflect then ask them to complete it** * **I check the answers with the class, and make sure of their performance.** | | | | 1. **To write about interesting quotations (Project).** 2. **To write things that he liked and didn't like about Unit 4.** 3. **To write things that he found easy and found difficult in Unit 4.** 4. **To write five favorite new words from Unit 4.** | |
| **Write things that you liked and didn't like about Unit 4.** | | | | | **Structural Ques.** | |
| **Write things that you found easy and found difficult in Unit 4.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Make sentences using Relative Adverb: Where.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **EXPANSION Units 1–4** | | | **Lesson** | **1-4** | | **Unit** |
|  |  |  |  |  | | **Date** | | **I check the homework of the previous lesson and revise the previous lesson.** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Complete the questions with a pair.** | | | | | **Tribal Ques.** | | **Use nonlinear information and key words.** | | * **Page (62-67):**   **1- Language Review:**   * **Ask students to complete the questions on page 62, 63 and I check the answers and correct mistakes if find.**   **2- Reading:**   * **Ask students to read the text. Then answer the questions.**   **3- Project:**   * **Ask students to think about an interesting short story that they have read and complete the organizer shown on page 65 with information from the short story.** * **Then they use their completed organizer to give their class a report about the story.**   **4- Chant Along:**   * **Ask students to chant with reading, then answer questions.**   **5- Writing:**   * **Ask students to think about something they did that upset friends of them.** * **Then they make notes in the organizer and then they use their notes/organizer to write a letter to their friends apologizing for what they did.** | | | | 1. **To complete the questions with a pair.** 2. **To report and review a story.** 3. **To write a letter of apology.** | |
| **Report and review a story.** | | | | | **Structural Ques.** | |
| **Write a letter of apology.** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Write things that you found easy and found difficult in Unit 4.** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |