

Intro

Listen and Discuss

- With books closed, write the following words/phrases on the board and ask students what they know about them. Tell them to help each other in pairs. overpopulation endangered species space exploration Ask: What have you read or seen on TV about these issues? Which issues are positive and which are negative in your opinion? Are there any other changes that have impacted our world significantly?
- Encourage students to discuss the questions in small groups and report back on their group discussion. Discuss as a class the global changes they feel are the most significant.

التهيئة
Warm up

• global warming • poverty • security • fresh water • economy • endangered species • terrorism

المفردات
الجديدة

• knowledge • comprehension • application • analysis

مهارات
التفكير

- Go over the directions together. | Play the audio of the conversations. Students listen and follow along in their books. | Play the audio again. Students listen and repeat.
- Organize students into pairs. Tell them to take turns asking and answering the questions. Allow a set time for the activity (about eight minutes) or tell students to ask a specific number of questions (maybe five). For some students, having parameters makes it easier for them to engage in and finish the activity.

اغلاق الدرس

<https://youtu.be/V2W1g7iyNPQ?si=h9GL7klwowYxmGbR>

اثرء

Unit 1

Grammar

- Remind the class when the simple present tense is used. a Have volunteers give examples of habits or routines using the simple present tense. a Write their examples on the board, underlining simple present verbs.
- Stress the simple present's use for daily habits and permanent facts.
- If revision is needed, write sentences on the board about daily habits and underline the simple present verbs. Call on students to complete the sentences with real information.
- Call on others to make statements about habits, routines and facts using the simple present.
- In pairs, have students ask and answer questions about routines and habits

التهيئة
Warm up

●Simple Present ● Present Progressive ●Simple Past ●Present Perfect

المفردات
الجديدة

●knowledge ●comprehension ●application ● analysis ●synthesis

مهارات
التفكير

- Go over the directions and then direct students' attention to the photo for the example conversation. Briefly discuss the photo. Ask students if any of them have visited the Roman baths in Bath.
- Call on two students to model the example conversation. Point out that the directions say to make up questions and answers. Encourage student A to ask at least one more follow-up question. For example: Did you like it there?
- Organize students into pairs. Tell them to take turns being A and B .
- Circulate as students practice. Note any problems students are having. Based on your observations, review the grammar points as needed with the whole class.
- Then call on a few pairs to present for the class

اغلاق الدرس

<https://youtu.be/rlbFDiuwlf0?si=FZ3Eq9zpxlllIBLbf>

<https://youtu.be/ZqQG54yds-Y?si=mxOtPhVbJdcZcUKO>

https://youtu.be/cfYSzcZSw3U?si=WQ_slwHVr_Numexm

اثراء

Unit 1

Conversation & Listening

- Go over the directions and organize students into pairs. Remind them to take notes as they listen to their partners' answers. They will need the notes later when they introduce their partner to the class.
- Before students begin, check understanding of the terms grew up and family background. Quickly review terms for relatives, such as aunt, uncle, cousins, and grandparents.
- Brainstorm together some questions they might use for Your idea. Write their ideas on the board.
- Circulate and monitor students. a Have pairs form small groups and introduce their partners. Presenting in groups first provides additional speaking practice. Then call on students to introduce their partners to the class.

التهيئة
Warm up

● In fact, You see ● By the way ● Fit in ● Legally ● biologist ● pharmaceutical

المفردات
الجديدة

● knowledge ● comprehension ● application ● analysis ● evaluation

مهارات
التفكير

- Go over the directions and the information to include in their role play. Review the phrases used to start the conversation (Tell me about yourself) and to keep it going (How about you? What do you do? Do you miss...?).
- Evaluate the general proficiency level of your class. If you decide they need support forming questions using what's in the book, write examples on the board. For example: Where were you born? Where were your grandparents from? Do you still have relatives in those places? What languages do your parents/ grandparents speak? What do your parents do? What did your grandparents do?
- Have students practice the role play. Encourage them not to look at the conversation as they practice.
- Have pairs present their role play for the class

اغلاق الدرس

<https://youtu.be/5qv0mh4LoM4?si=r70zQ-flyVcKfjPc>

اثرء

Unit 1

Reading

- Read through the Before Reading questions together.
- Ask students to consider the questions individually and to make notes about the issues in any format they wish.
- Encourage them to use charts, lists, mind-maps or different colors to figure out what formats for recording and organizing information and ideas work best for them.
- Tell them that they will share these ideas later.

التهيئة
Warm up

● transforming ● hub ● vibrant ● thriving ● ambitious ● enterprises ● diversify ● transparent

المفردات
الجديدة

● knowledge ● comprehension ● application ● analysis ● evaluation

مهارات
التفكير

- Read through the discussion points together and have the students consider what the underlined expression means.
- Share ideas as a class and encourage polite agreement and expression of personal opinion.

اغلاق الدرس

<https://youtu.be/I3bm0Cx5ds0?si=oaEE0FHZN0s22R1n>

اثراء

Unit 1

Writing

- Have students scan the texts and find words that begin with a capital letter. Divide them into groups and ask them to compare/combine what they found. Tell the groups to try and identify the reason why each word is capitalized. Call on one or two students to provide an example and explain why they think it begins with a capital letter. a After a few minutes call on students to present their group examples and comments.
- Direct them to read 1, 2 and 3 in the box and match with some of their examples. Have them compare the guidelines in the box with their findings.
- Call on students to tell the class.

التهيئة
Warm up

●Advantages ● disadvantages ● Communication ● education ● information

المفردات
الجديدة

●knowledge ●comprehension ●application ● analysis ●evaluation

مهارات
التفكير

- Read the directions and divide students into groups. Tell them to look at the photos and brainstorm **Major Changes in Saudi Arabia** in their groups
- Tell them to work together and make notes in the chart. They should use the questions in the chart to help them. Elicit the kind of language that students will need to write about the changes .
- Students should write their short essays individually. Encourage them to circulate their essays in their group and have their group members comment on and correct their work.

اغلاق الدرس

<https://youtu.be/fxFGB5vErw?si=scxj4cGjdz0AtNR>

اثراء

Unit 1

Form , Meaning and Function

- Present to the class when the simple past tense is used.
- Have volunteers read the examples.
- Write the following sentences on the board and underline the simple past verbs. Call on students to complete the sentences with true information. Last week our class studied .The last school trip our class went on was. An important event in our town was ...
- Call on volunteers to make other true statements about your class, school, town, city or country. Tell students to use the past simple tense. For example, Our class had an English test last week and everyone passed

التهيئة
Warm up

- Past Simple
- Past Progressive
- Time Expressions

المفردات
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات
التفكير

- Write any errors with the form of the past progressive and past simple tenses on the board. Correct the errors as a class..

اغلاق الدرس

<https://youtu.be/5TjpEcrNbCc?si=6A9gTGUEWD8fuNPV>
<https://youtu.be/oBzkMfEXj1s?si=zVAB1-kWTGHNAx7x>
<https://youtu.be/bErXsFKrOwc?si=SNws-Vw4CRGyEbb0>

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Unit 1 Project

- Ask the students if they know people, friends or relatives who live in other countries.
- Have them interview each other in small groups to find out. Encourage them to find out as much as they can about the person, where he/she lives, what he/she does, if he/she has a family, how many children and so on. Tell them to make notes as they interview each other. Circulate and monitor participation.
- Have students change groups in order to interview as many people as possible.
- Have students reflect on the type of questions they asked. Call on a student from each group to tell the class

التهيئة
Warm up

●Field ●business ●education ● contribution ● Benefit

المفردات
الجديدة

●knowledge ●comprehension ●application ● analysis ●evaluation

مهارات
التفكير

- Divide the class into small groups and have students compare areas in each category to find out if some things were class favorites or non-favorites. Have students who did not experience difficulty with things that others found difficult to form smaller groups and help their classmates

اغلاق الدرس

https://youtube.com/shorts/HFv4KrGo-rM?si=w_KsfV7a9OD_L9t0

<https://youtu.be/JAh5gVQfjdE?si=srXJPIhphKL1ZiRX>

اثراء

