

Intro

Listen and Discuss

- With students' books closed, discuss the introductory question. Ask: Who are some famous husbands and wives from history? Elicit answers and write their names on the board. Review the list of marriages on the board.
- Ask: What is each of these married couples famous for? Call on volunteers to share what they know about each.
- Write on the board the title of the unit: Two is better than one. Ask students to predict what Unit 1 will be about. (famous marriages)

التهيئة
Warm up

● devoted ● exiled ● fled ● grieving ● legendary ● unification

المفردات
الجديدة

● knowledge ● comprehension ● application

مهارات
التفكير

- Arrange students in pairs to choose married couples. Ask them to write a list of at least three reasons that explain their choice.
- Have each pair join another pair to form a small group. Then have the groups discuss each married couple and the reasons that they are a good match. To conclude the exercise, have each group list their matches on the board.
- Take a class vote on which couple seems to be the most perfect match

اغلاق الدرس

<https://youtu.be/KE1g5jWwJoQ?si=V5pvEEirhj1keEKP>

اثرء

Unit 1

Grammar

- Explain to students that these common English words often cause confusion for English learners. They are related words, but each has a different meaning.

التهيئة
Warm up

●other ●others ●another ●Emphatic Do

المفردات
الجديدة

●knowledge ●comprehension ●application ●analysis ●synthesis

مهارات
التفكير

- Ask a volunteer to read aloud the directions and the example sentence. Tell students that they should first match the sentence parts for each item. Then they should go back and rewrite the sentences, adding **do**, **does**, or **did**.
- Have students work individually to complete the activity.
- To check answers, call on volunteers to write their completed sentences on the board

اغلاق الدرس

https://youtu.be/e_vOPvA6P9Q?si=HaciLh54t6msQLXp

<https://youtu.be/uYpYRIePon0>

اثراء

Unit 1

Conversation & Listening

- Direct students' attention to the photo. Ask: What are the boys doing? Elicit that they are cooking. Play the audio. Tell students to listen with their books closed.
- To check comprehension, ask: What is the relationship of the boys? (They are going to share an apartment while they study.) Play the audio again. Have students listen and read along in their books

التهيئة
Warm up

●No sweat ● not my cup of tea ● compensate ● deficiencies ● fearsome ● invaluable ● predators

المفردات
الجديدة

●knowledge ●comprehension ●application ● analysis ●evaluation

مهارات
التفكير

- Have students work individually to match the words with the definitions . Have students compare answers with a partner .
- Have students compare answers with a partner

اغلاق الدرس

<https://youtu.be/WJA7Le-yM>

اثرء

Unit 1

Reading

●With students' books closed, write the title of the reading on the board: **Animal Partners**. Then ask the Before Reading question: Do you think animals ever form partnerships to help one another? Discuss this question as a class and elicit examples of animal partners from students. Students may have studied this in science.

- Have students open their books to pages 12 and 13 and look at the photos. Ask: What animal partners do you think this reading will discuss? (From the photos, students can guess the zebra and the ostrich and the clownfish and the anemone. They may not know which animals partner with the crocodile and the ratel, or honey badger. Play the audio for the entire reading. Have students listen with their books closed. Play the audio again. This time, have students listen and follow along in their books.

●Partners ● crocodile ●plover bird ● honeyguide bird ●ratel ● ostrich ● clownfish ● anemone

●knowledge ●comprehension ●application ● analysis ●evaluation

- Arrange students in pairs to discuss the question. A
- Each student should answer and explain what friends can offer each other.
- Have students copy the chart in the notebook and write their ideas.
- Then form groups of four by putting two pairs together.
- Have the pairs explain to each other their ideas about the question.
- Open up the group discussions to a class discussion. Ask groups to share their answers with the class.

https://youtu.be/T51Btn0mkgg?si=5OaV_saGAeKYMcsw

التهيئة
Warm up

المفردات
الجديدة

مهارات
التفكير

اغلاق الدرس

اثراء

Unit 1 Writing

- Direct students to the photo and elicit what they see. Ask questions like these to help them: What kind of furniture can you see in the photo? Who do you think it belongs to? Do you know anyone who might like/have this kind of room?
- Organize students in groups. Read the directions for task 1. Give the groups some time, 5 to 10 minutes to discuss the question. Circulate and monitor participation.

التهيئة
Warm up

● contentment ● admiration ● maternal ● profit ● frenzy ● chuckle ● symbiosis

المفردات
الجديدة

● knowledge ● comprehension ● application ● analysis ● evaluation

مهارات
التفكير

- Have students write individually using their notes. Then ask them to exchange and comment on/correct each other's essays.
- Give them some time to rewrite their essays. Call on some students to read their essays in class. Then circulate the rest of the essays in class so that students read as many essays as possible. Encourage them to make a note of anything they find interesting, for example a word or phrase, an expression and so on.

اغلاق الدرس

<https://youtu.be/cXwEGwgGeuw?si=olpm5frPjMIIRGE8>

اثرء

Unit 1

Form , Meaning and Function

Write the following sentences on the board and ask students to complete the information with an appropriate verb:
Ahmed and Ali ____ twins. Ahmed ____ fifteen years old and so ____ Ali. They ____ to the same school but they ____ in the same class.

a Have students fill in the blanks. If they need help with the verbs, write the following on the board: is (twice)/ go/are/aren't a Go over the material in the presentation. Explain that we use the simple present to talk about things that are true in general and scheduled events (or future timetables). For example, On Mondays, Ahmed has math but Ali has English. On Tuesdays, the twins play football after school

التهيئة
Warm up

●No sweat ● not my cup of tea ● compensate ● deficiencies ● fearsome ● invaluable ● predators

المفردات
الجديدة

●knowledge ●comprehension ●application ● analysis ● synthesis

مهارات
التفكير

● Open a class discussion about well-known museums or galleries in your city or country by displaying website pages or brochures. Prompts to get a discussion going could be: What kind of museum do you like to go to and why? Which museums have you visited? What did you see? What did you think of the museum?

●Tell students to make some notes and then put them into pairs and set a time limit for a discussion. a Call on volunteers to report to the class on their discussion

اغلاق الدرس

https://youtu.be/xL0XgAyR2_o

اثراء

Unit 1 Project

- Direct students to the photos at the top of the page and ask them to discuss what they see in pairs. Call on volunteers to report their ideas for the class. a Read directions for task 1 with the class. Ask students to discuss options for teams whose members share a symbiotic relationship. Direct students to the note. Elicit other areas of business, science, the arts etc. that foster the development and function of symbiosis

التهيئة
Warm up

- Field ●business ●education ● contribution ● Benefit

المفردات
الجديدة

- knowledge ●comprehension ●application ● analysis ●evaluation

مهارات
التفكير

- a Have students work individually to match the words with the definitions . Have students compare answers with a partner .
- Have students compare answers with a partner

اغلاق الدرس

<https://study.com/academy/lesson/symbiotic-relationship-definition-examples-quiz.html>

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