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| **Unit** | **1. Connected by Technology** |
| **Lesson** | **Listen and Discuss + Pair Work** |
| **Warm up**  **التهيئة** | With books closed, ask students: ***How do you communicate with your friends when you’re not in school?*** Make some notes about their answers on the board. |
| **مفردات الدرس** | Personality characteristics  Technology and the Internet |
| **مهارات التفكير** | Applying: Have students work individually to write their own profiles. |
| **الإثراءات** | <https://www.liveworksheets.com/1-tn2363450yf> |
| **اغلاق الدرس** | Assign page 83 for practice with the vocabulary of the unit. |

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| **Unit** | **1. Connected by Technology** |
| **Lesson** | **Grammar** |
| **Warm up**  **التهيئة** | Focus students’ attention on the chart and give them a few minutes to read the explanations and examples. Remind students of some of the basic features of the use of auxiliary verbs.  Point out that the verbs do, have, and be can also be the main verb in a sentence. For example, in the sentence Tom did his homework, did is the main verb. But in the question Did he arrive late? did is an auxiliary and arrive is the main verb |
| **مفردات الدرس** | Auxiliary Verbs |
| **مهارات التفكير** | Understanding: Have students work in groups to create a questionnaire about social networking sites for their classmates. They might include questions, such as *Do you belong to a social networking site? How often do you use it? Do you like it? Have you made any new friends?* Then have groups exchange questionnaires and answer them. Discuss the questionnaires with the whole class. |
| **الإثراءات** | <https://www.liveworksheets.com/1-uj2363440gl> |
| **اغلاق الدرس** | Assign page 84-86 for practice with the vocabulary of the unit. |

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| **Unit** | **1. Connected by Technology** |
| **Lesson** | **conversation - listening - pronunciation - Vocabulary Building** |
| **Warm up**  **التهيئة** | With books closed, ask students what they know about  texting. For example, ask: ***Is texting a common means of communication? How do people text in your language? Do you use abbreviations?*** |
| **مفردات الدرس** | *abbreviation* and *acronym*.  How on earth?  Hold on.  hang out  get it  got the hang of it |
| **مهارات التفكير** | Apply: Role-play with a partner. Explain to your partner how to do something. Use phrases to ask for clarification and confirm from the box. |
| **الإثراءات** | <https://www.liveworksheets.com/1-tm2363437bp> |
| **اغلاق الدرس** | Have students work individually to complete the chart. In page 11 |
| **Unit** | **1. Connected by Technology** |
| **Lesson** | **Reading - Speaking** |
| **Warm up**  **التهيئة** | With books closed, ask students the **Before Reading** question: ***Has the Internet ever helped you meet or reconnect with a friend?*** Elicit answers from several students. Encourage others to ask questions. |
| **مفردات الدرس** | **Saving A Life**  **Finding your double**  **Reunited 60 Years Later** |
| **مهارات التفكير** | Understanding - predict: Arrange students in groups of four. Assign one question to each member of the group. Give students a few minutes to make notes about the answer to their question.  Brainstorm a few ideas about the advantages and disadvantages of the Internet. Draw a chart on the board like the one in the book and make notes in the appropriate sections. |
| **الإثراءات** | <https://www.liveworksheets.com/1-mm2363988tj> |
| **اغلاق الدرس** | Assign pages 88–89 for practice with the vocabulary of the unit. |

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| **Unit** | **1. Connected by Technology** |
| **Lesson** | **Writing** |
| **Warm up**  **التهيئة** | Direct students to the photos and elicit what they see. Ask them to compare the two photos and discuss differences and similarities. Write face-to-face learning and online learning on the board. Have students brainstorm ideas about each mode of learning. Call on individual students to report their answers.  Organize students in groups. Read the directions for tasks 1 to 3. Give the groups some time, 5 to 10 minutes to discuss the questions. Circulate and monitor participation. |
| **مفردات الدرس** | **Learning** Face-to-Face and Online |
| **مهارات التفكير** | Apply: Have students work in small groups to identify the main characteristics of face-to-face, online and blended courses. |
| **اغلاق الدرس** | Assign page 90 for practice with the vocabulary of the unit. |

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| **Unit** | **1. Connected by Technology** |
| **Lesson** | **Form, Meaning, Function** |
| **Warm up**  **التهيئة** | Choose volunteers to read aloud the sentences in the first part of the presentation and elicit the function. Ask: What is being compared in each sentence?  Point out the three ways we form the comparative. Ask: Why do we add -er to fast but add more (or less) before popular and expensive?  Elicit that we add -er to most one-syllable adjectives when we make them comparative, and use more and less with most three-syllable adjectives.  Ask: What word do we often use with comparative adjectives? (than) |
| **مفردات الدرس** | **Comparative and Superlative Forms of Adjectives**  **Needs to Be (Done)**  **Have/Get Something (Done)**  **Past Participles as Adjectives** |
| **مهارات التفكير** | Apply: Answer question A. B. C, D |
| **الإثراءات** | <https://www.liveworksheets.com/1-bg2363797zg> |
| **اغلاق الدرس** | Assign pages 91–92 for practice with the vocabulary of the unit. |
| **Unit** | **1. Connected by Technology** |
| **Lesson** | **Project** |
| **Warm up**  **التهيئة** | 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.  Have students brainstorm on social networks. Ask  questions like these: *What are they? Are there different types of networks? Are they popular? Why? Why not? Do you use social networks? Why? Why not?*  Have students work in groups discussing the rest of the items on the list. Ask them to make notes in the chart focusing on advantages and disadvantages. |
| **مفردات الدرس** | *advantages and disadvantages of the Internet in learning and research.* |
| **مهارات التفكير** | Apply: Organize students in groups. Have each group design a website  and present it to the class. The class chooses the best design and sets up a website. |
| **اغلاق الدرس** | Complete Their project |

**Unit 2**

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **Listen and Discuss + Pair Work** |
| **Warm up**  **التهيئة** | With books closed, ask students about what kinds of crimes are common in their community and about recent crimes they’ve seen in the news. As students talk, make some notes on the board about crime words that come up in the discussion, such as steal, hijack, robber, burglar, thief, theft. Also include words related to law enforcement, such as police, prison, jail, and sentence |
| **مفردات الدرس** | Crime Punishment |
| **مهارات التفكير** | Applying: Brainstorm a few crime stories that have been in the news recently. Remind students of some of the stories they mentioned earlier. Students might also think of crimes they have seen on police shows on TV. Again, direct students toward less violent crimes.  Have each student choose a story. Give them four or five minutes to make some notes about the story. Go around and help with vocabulary as needed.  Have students tell their story to a partner. They should include as many details as possible.  Ask two or three volunteers to tell their stories to the whole class. |
| **الإثراءات** | <https://drive.google.com/file/d/1vVXBWP0tWJu03eAIhTlSR3KA_rMY3ZJ6/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 93 for practice with the vocabulary of the unit. |

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **Grammar** |
| **Warm up**  **التهيئة** | Write these sentences on the board:  ***The police accused the men of stealing a car.***  ***The men were accused of stealing the car (by the police).***  Explain that in the first sentence the action (accused) is performed by the subject (the police). The verb *accuse* is an active verb in this sentence. In the second sentence the men receive the action. Here the verb *accuse* is passive. Draw arrows to show how *the men* moves from the object to the subject position.  Have students read the explanation and the examples in the chart. Ask: ***What’s more important in passive sentences, the action or the person or people who do the action?*** (the action) |
| **مفردات الدرس** | The Passive  Past Perfect and Past  Perfect Progressive |
| **مهارات التفكير** | Applying: Have students make a timeline of important events in their lives.  Then have them write sentences with the past perfect. For example: Before I started first grade, I had already learned to read. Then have them share some of their sentences with the class. |
| **الإثراءات** | <https://drive.google.com/file/d/1jRHiV1qlpHXzQI_kNdl9Kjeg7bDiV69V/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 94-96 for practice with the vocabulary of the unit. |

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **conversation - listening - pronunciation - Vocabulary Building** |
| **Warm up**  **التهيئة** | Focus students’ attention on the photos. Ask: ***What’s happening to the person with the wallet?*** Introduce the word *pickpocket* as a noun and a verb.  Play the audio twice.  Ask questions to check comprehension. |
| **مفردات الدرس** | easy mark  by accident  let your guard down  nabbed  Are you kidding?  Come on. .  I’m positive.  Listen for specific details  Linking adjacent consonant sounds |
| **مهارات التفكير** | Apply: Role-play with a partner. Think about a process for doing something. Explain the steps in the process to your partner. Use the phrases for ordering from the box. |
| **الإثراءات** | <https://drive.google.com/file/d/1jWQCQYD0oEqv0hWBgarl__9GJv5wrlDL/view?usp=sharing> |
| **اغلاق الدرس** | Have students compare answers with a partner. |

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **Reading - Speaking** |
| **Warm up**  **التهيئة** | With books closed, discuss the **Before Reading** questions. Ask students about mystery or crime stories they have read or that they watch on TV. Who are their favorite detective characters? |
| **مفردات الدرس** | Crime Puzzles  **The Case of the Stolen Jewels**  **The Case of the Bowling Alley Murder** |
| **مهارات التفكير** | Understanding - predict:  . Have students work individually to write *true* or *false* for each sentence. Have them rewrite the false sentences to be true. Then have them compare answers with a partner.  Ask students to draw a similar organizer in their notebook. As students are working, go around and check that everyone is participating in the discussion, and writing their ideas in the organizer. |
| **الإثراءات** | <https://drive.google.com/file/d/1eKpYQVbDoOUewtpGXjLGAhPS5sfVcRji/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 98–99 for practice with the vocabulary of the unit. |

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **Writing** |
| **Warm up**  **التهيئة** | Organize students into pairs. Direct their attention to the picture. Give them a few minutes to discuss what they see. Give students some questions to help them. For example: **Who do you think the person is? What is he doing in the picture? Where do you think he is? Why?** |
| **مفردات الدرس** | **CHARGING YOUR CELL PHONE,**  **CAN GET YOU IN TROUBLE!** |
| **مهارات التفكير** | Apply: Write a story for a newspaper or web article describing a crime. |
| **الإثراءات** | <https://drive.google.com/file/d/1FrJVZVENeuW_CvT13yDgsFr4bAjsLeWs/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 100 for additional writing practice above word and sentence level. |

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **Form, Meaning, Function** |
| **Warm up**  **التهيئة** | Direct students’ attention to the first part of the grammar chart. Choose students to read aloud the questions and answers. Point out that we use the simple past of *be* to talk about a past situation rather than an action or an event. |
| **مفردات الدرس** | **Simple Past**  **Used to and Would** |
| **مهارات التفكير** | Apply: Answer question A. B. C, D |
| **الإثراءات** | <https://drive.google.com/file/d/109g3sRrAUSdWhH9jWJakwqIhgWGYvJ4Z/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 101–102for practice with the vocabulary of the unit. |

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| **Unit** | **2. Crime Doesn’t Pay** |
| **Lesson** | **Project** |
| **Warm up**  **التهيئة** | Direct students to task 1. Ask them to explain the meaning of Fraud and Blunder .  Have students work in pairs or groups and choose the topic that they are going to research in 1. Call on a student from each group to report the topic that the group is going to focus on. |
| **مفردات الدرس** | **Fraud**: an act of deceiving someone for personal gain or to damage to another individual  **Blunder**: a bad mistake that is caused by carelessness |
| **مهارات التفكير** | Apply - understanding : Choose and research one of the following topics:  **Famous Crimes**  **Famous Frauds**  **Famous Blunders** |
| **الإثراءات** |  |
| **اغلاق الدرس** | Complete Their project |

**Unit 3**

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Listen and Discuss + pair Work** |
| **Warm up**  **التهيئة** | Use the questions on page 34 as the Warm Up. With books closed, tell students about an interesting hotel you have been to. Then ask students to tell you about the most interesting hotels they have been to.  Ask students the question: ***What are the five things you expect a hotel to have?*** Have students tell a partner. Then discuss answers with the whole class. |
| **مفردات الدرس** | Vacations, Travel, Ecotourism  Talk about travel experiences and travel dreams  Discuss hotels and services  Make and decline special requests |
| **مهارات التفكير** | * Remembering: List the benefits of traveling. List five things every hotel must have. * Analysis Create a written image of their own hotel. * Find how each hotel is different. * Apply: Complete a paragraph with new words. * Correct information about the text. * Match the new words with meaning |
| **الإثراءات** | <https://drive.google.com/file/d/1CG0aD3xARXVXpJK7klj33hduPWfuW7hW/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 103 for practice with the vocabulary of the unit. |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Grammar** |
| **Warm up**  **التهيئة** | Read the explanation about adverbs of degree with the class. Have students look at the articles on pages 34 and 35 to find examples of adverbs of degree. (Some examples include: Jules’ Undersea Lodge—*extremely* unusual hotel; Capsule Hotels—*just* big *enough* for a bed, people can *scarcely* sit up, offer a *relatively* inexpensive alternative)  Write the following words on the board and have students find other words in the hotel descriptions with a similar meaning.  **Sentence Adverbs**  Have students read the explanation and examples of sentence adverbs. Have students find examples in the articles on pages 34 and 35. (Some examples include: Jules’ Undersea Lodge—*Undoubtedly*, most people have…; Ariau Amazon Towers—*Amazingly*, Ariau’s towers are built…; The Kakslauttanen Hotel—*Luckily*, the hotel provides…) |
| **مفردات الدرس** | **Adverbs of Degree - Sentence Adverbs** |
| **مهارات التفكير** | Understanding Classify the adverbs according to their degree.   * Rewrite sentences using adverbs of degree. * Indicate an attitude with sentence adverbs.   Apply : Use sentence adverbs correctly.   * Use adverbs of degree with adjectives. * Use adverbs of degree with adverbs. * Use "enough" with adverbs of degree. * Use sentence adverbs with "simple tenses".   Use sentence adverbs with compound verbs |
| **الإثراءات** | <https://drive.google.com/file/d/1aDG6k8In3PHi7hB9zQ5caFGRhLJTcnXg/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 104–106 for practice with the grammar of the unit. |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **conversation - listening - pronunciation - Vocabulary Building** |
| **Warm up**  **التهيئة** | With students’ books closed, ask the class about their experiences with airplane travel. For example, ask: ***What do you do when you board a plane? Do you have to sit in your assigned seat? Where do you like to sit—by a window or on the aisle?*** |
| **مفردات الدرس** | red-eye = overnight  crummy = bad  don’t get it = don’t understand  a drag = a disappointment  Awesome! = Terrific! |
| **مهارات التفكير** | Create:   * Name stuff to take along when traveling.   Apply :Use the new words in a conversation .   * Use the "real talk " phrases in new sentences. * Declining special requests. * Use the stress in compound nouns correctly. * Match words with their meanings. |
| **الإثراءات** | <https://drive.google.com/file/d/1i8W3SF9ol3VrIUIM3zWclSP-ZdKdHMRS/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 107 for additional reading practice. |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Reading and Speaking** |
| **Warm up**  **التهيئة** | 1. Eco- means “related to the earth or environment.” What do you think ecotourism means?  2. Read the passage and underline all the words and phrases that can help you understand what ecotourism means.  Ask a volunteer to read aloud the **Before Reading** question. Write the word ***Ecotourism*** on the board and underline *Eco*. Ask: ***What does* Eco- *mean?*** (related to the earth or the environment) Then elicit students’ ideas about the meaning of *ecotourism*.  Play the audio. Have students listen and read along in their books.  Review the notes on the board. Which of the students’ ideas best describes the main idea? |
| **مفردات الدرس** | Ecotourism deforestation a quarter wind, solar power |
| **مهارات التفكير** | Understanding Find the meaning of ecotourism.   * Find the meaning of new words in the text   Apply Make use of the text topic to make questions.   * Mark phrases related to the word (ecotourism). * Complete sentences about the text. |
| **الإثراءات** | <https://drive.google.com/file/d/16nffF7hp-912ehNaZ5-F9CjU9KuU-5fM/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 108–109 for additional writing practice at word and sentence level. |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Writing** |
| **Warm up**  **التهيئة** | Read through question 1 together and ask students to think individually about the issues. Elicit ideas about what kinds of charts or systems for making notes and organizing information would suit this task.  Have students make notes about the issues in whatever type of chart or organizer suits them.  Share thoughts in groups or as a class. Discuss the issues and the types of charts they used. |
| **مفردات الدرس** | Vision – geographic, cultural, social, demographic and economic |
| **مهارات التفكير** | Remembering Name the qualities of dream traveling destination .  Find some information about the article.  Analyze information about a place .  Decide the tense the writer used.  Determine the article opening and closing |
| **الإثراءات** | <https://drive.google.com/file/d/1TvqJ7WdcEaXfILe9orYtRZ1Oku5MQzAO/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 110 for additional writing practice above word and sentence level. |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Form, Meaning, Function.** |
| **Warm up**  **التهيئة** | Ask a student to read aloud the affirmative and negative statements in the first part of the presentation. Have students focus on the form.  Explain that the function of **be going to** is to express actions, intentions, and plans that have already been decided on (i.e. They are planned actions.).  Have two students read the question and answers. Review the rules for word-order change in questions. |
| **مفردات الدرس** | **Future with *Be Going To***  **Information Question**  **Position of Adjectives**  **Present Progressive**  **Future with *Going to* and *Will* Time Expressions for the Future** |
| **مهارات التفكير** | Apply Use "be going to" to talk about future plans.  Understanding Choose the suitable question word for the information question.  Build correct sentences about tourism destinations |
| **الإثراءات** | <https://drive.google.com/file/d/1xRuQLKYD60RaY1ANwajh_iYGYX8zlsH6/view?usp=sharing> |
| **اغلاق الدرس** |  |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Project** |
| **Warm up**  **التهيئة** | Organize students in groups and have them brainstorm on ecotourism in their country.  Tell students that they will have to design a poster about the place with a slogan to attract visitors.  Have students read directions 1 to 4 and tell them to use the chart and make notes about the questions raised. Set a time limit for groups to decide or distribute issues to members of the group to think about and then discuss and finalize.  Call on each group to present their poster.  Display the posters on the wall if you can. Have students choose the poster they like best. |
| **مفردات الدرس** | People Places Transport Activities Animals Plants Climate Accommodation |
| **مهارات التفكير** | Apply Create a poster promoting ecotourism in the country. |
| **الإثراءات** |  |
| **اغلاق الدرس** | Have students work in groups to plan and create an ecotourism leaflet. Tell them to use their ideas and notes in the chart and plan a 2-page promotional leaflet promoting an ecotourist  package trip in the area that they have chosen. |

**Unit 4**

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| **Unit** | **4. TV Around the World** |
| **Lesson** | **Listen and Discuss** |
| **Warm up**  **التهيئة** | Tell students briefly about one TV program you like and one that you don’t like. Then, with books closed, ask students the first two introductory questions. Have students discuss their answers with a partner.  Invite a few pairs to tell the class which programs they like and dislike. |
| **مفردات الدرس** | TV genres Reality shows  Discuss types of TV programs  Express and explain preferences Express certainty |
| **مهارات التفكير** | Remembering Match the program with its description.   * List TV programs that they like or dislike. * Determine the types of TV programs.   Apply – Understanding Complete the sentences with the new words.  Find the meaning of new words |
| **الإثراءات** | <https://drive.google.com/file/d/1rNQF4jwwgkMu7qTqqd3F72rOcIq_t54O/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 113 for practice with the vocabulary of the unit. |

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| **Unit** | **3. Far and Away** |
| **Lesson** | **Grammar** |
| **Warm up**  **التهيئة** | Write this sentence on the board: ***Jack sold the car.***  Ask: ***What did Jack sell?*** (his car) Explain that in this sentence *the car* is the direct object of the verb *sell.*  Then write these sentences on the board: ***Jack sold the car to John.***  ***Jack sold John the car.***  Ask: ***Who did Jack sell the car to?*** (John) Explain that *John* is the indirect object. Point out the different positions of the indirect object, before or after the direct object, and the use of the preposition.  Read the explanations and examples in the chart with the class.  Working with the whole class, help students find more examples of sentences with indirect objects in the program descriptions on pages 54 and 55. Have them underline the direct objects once and the indirect objects twice. |
| **مفردات الدرس** | **Direct and Indirect Objects**  ***To* and *For* Before Indirect Objects** |
| **مهارات التفكير** | Apply  Decide whether the words are direct or indirect objects.  Use direct and indirect objects to complete stories.  Rearrange words to create a direct and indirect object.  Understanding Identify direct object and indirect object in a sentence  Find the mistake in a sentence.  Use "for" and "to" before the indirect object. |
| **الإثراءات** | <https://drive.google.com/file/d/14peJlh-CXtZEtSjB9qp0iH_9AtEVPo3b/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 114–116 for more practice with the grammar of the unit. |

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| **Unit** | **4. TV Around the World** |
| **Lesson** | **conversation - listening - pronunciation - Vocabulary Building** |
| **Warm up**  **التهيئة** | Briefly introduce the topic of reality shows. Do students watch them? If so, which ones do they watch? If not, why not? (Students will discuss this topic in more depth later, so keep this discussion short.)  Play the audio. Have students listen to the conversation with their books closed.  Play the audio again and have students listen and follow along in their books. |
| **مفردات الدرس** | get a kick out of = enjoy  remote = remote control  bugs = annoys  all = very, completely  C’mon. = Come on.  couch potato = someone who watches too much TV  Nah. = No. |
| **مهارات التفكير** | Apply Express certainty correctly.   * Find out information about TV show through an audio text. * Rephrase the giving sentences using the real talk phrases * Find the meaning of new words in the conversation   Understanding Name the program show they got its description.   * Use the (real talk) phrases in new sentences. |
| **الإثراءات** | <https://drive.google.com/file/d/11fapIEkkamGM6IKSe1URK-Sp5P1rKS7k/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 117 for additional reading practice. |

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| **Unit** | **4. TV Around the World** |
| **Lesson** | **Reading and Speaking** |
| **Warm up**  **التهيئة** | Discuss the **Before Reading** questions with the whole class. Elicit several reasons for the popularity of television, what they know about television, and make notes on the board |
| **مفردات الدرس** | **A Brief Overview of the**  **History of Television** |
| **مهارات التفكير** | Apply Match the inventor to his invention.   * Match the invention with its effect. * Answer questions about the text. * Distinguish the text main ideas * Find out the meaning of new words. * Find the reason behind calling the TV (the tube).   Predict the reason why would someone hate TV. |
| **الإثراءات** | <https://drive.google.com/file/d/1EqpiwUQ__yR7Qk5tINc73IjhI8jVJqs3/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 118–119 for additional writing practice at word and sentence level. |

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| **Unit** | **4. TV Around the World** |
| **Lesson** | **Writing** |
| **Warm up**  **التهيئة** | Direct students’ attention to the picture. Discuss what they see. Elicit the answer: A poster advertising the TV film ‘Moby Dick.’  a Have students read the questions for 1. Elicit the genre of TV film they watch. Ask them to work in pairs and discuss their preferences.  a Read the directions for 2 and 3 with the class. Have students work in pairs discussing the questions. Call on volunteers to present their answers for the class.  a Have students read directions for 4. Allow time for them to read the review and answer the questions in pairs. Call on students to report their answers in class.  Play the audio and have students listen and check their answers. |
| **مفردات الدرس** | **A terrifying adventure on water** |
| **مهارات التفكير** | Applying – Understanding – Remembering  Find information in a TV film review.   * Match the information with the type of event. * Determine the (title-title, genre and author) in a review. * Match notes about a book with the topic. * Use adjectives to say what was enjoyable . * Outline the major 3 key events in a plot. * Write a short review of a movie or a TV show.   Find the passive forms in the text. |
| **الإثراءات** | <https://drive.google.com/file/d/1aO4a51llIWSxHP9ogxKrfjCj0rmfBfH2/view?usp=sharing> |
| **اغلاق الدرس** | Assign page 120 for additional writing practice above word and sentence level. |

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| **Unit** | **4. TV Around the World** |
| **Lesson** | **Form, Meaning, Function.** |
| **Warm up**  **التهيئة** | Write the words on the board and say them out loud: *a TV* an*d an English class.*Show students how it’s easier to say ‘an English class’ with the /n/ sound in *an*.  Go over the explanation and other examples of *a* and *an* in the presentation.  Explain that he definite article *the* comes before singular and plural nouns: *the student* and *the students*.  Tell students we use *the* for specific objects or people that have already been introduced or that are already known. |
| **مفردات الدرس** | **Articles**  **Adjective Clauses and Relative Pronouns**  **Relative Pronouns as Subjects of Adjective Clauses**  **Relative Pronouns as Objects of Adjective Clauses** |
| **مهارات التفكير** | Applying – Understanding – Remembering   * Describe a noun with adjective clauses. * Use adjective clauses and relative pronouns in sentences. * Use relative pronouns as subjects of adjective clauses. * Use relative pronouns as objects of adjective clauses. * Use the indefinite article a/an correctly. * Explain the use of articles through a mind map.   Identify correct and incorrect use of articles in writing samples |
| **الإثراءات** | <https://drive.google.com/file/d/1xBcG5Zzf8y4Xf_xBfiT0AiQ4fMeuXnXz/view?usp=sharing> |
| **اغلاق الدرس** | Assign pages 121–122 for more practice with the form, meaning and function of the structures in the unit. |

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| **Unit** | **4. TV Around the World** |
| **Lesson** | **Project** |
| **Warm up**  **التهيئة** | Organize students in groups. Tell them that they are going to write and produce a TV episode.  Read directions 1 and 2 with the class. Ask groups to discuss and decide on the type of program that they would like to produce , the roles of the people involved and the events that transpire in about 5 minutes of the episode.  Allow time for groups to discuss and make notes. Call on individual students from each group to report in class.  Have students read 3, 4, 5. Allow them to research and find relevant information if there is access to the Internet or give them copies of material that you downloaded yourself, to help them. |
| **مفردات الدرس** | **Plot Script Characters Acting Direction Setting Filming** |
| **مهارات التفكير** | Applying – Understanding – Remembering  Prepare the script of a Tv program |
| **الإثراءات** |  |
| **اغلاق الدرس** | Have students choose the episodes they like best and modify them in order to make them part of the same series. Act out and film again. Set up an ongoing project with the class. Have  one group of students on a weekly or biweekly basis, write and present a new episode that follows on from the previous one. Have the rest of the class view and evaluate. Collect all  the materials and films and create an electronic portfolio for the class. |