

Unit Goals:

-Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations. - Write paragraphs about jobs and what people do.

Learning Objectives:

Know: 1- Identify new inventions. 2- Recognize new jobs. 3- How to express preferences. 4- Mention interests.

Do: 1- Speak about different jobs. 2- Express preferences and what we want to be. 3- Read the lesson and get out the main ideas.

Period:

Key Vocabulary:

Camera / Smart phone
/Video game
Technology / Gadget
Become / High-tech
Designer / Cell phone
Interests / Famous
MP3 player

Unit Assessment:

Write 4 sentences about modern inventions we use every day.

Assessing Progress (AFL)

What are Adnan's interests? What does he want to be?

Assessing Progress (AFL)

What are Majid's interests? What does he want to be?

Assessing Progress (AFL)

Mention some modern invention presented in the lesson.

Final Learning Check (Closure)

The Ss will speak about their interests and what they want to be.

Learning Hook (Starter)

Introduction
Pictures + Questioning

Do you like video games? What is your favourite game?
When do you play?

Activity

Key Learning point..

p. 2 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 2 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

p. 2 Ex: 1

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Differentiation

E= mention the relation between interests and jobs.

Differentiation

M= p. 2 Ex: 1

Differentiation

W= mention the boys' interests.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

WB= p. 1 EX: A

Next Learning.

Listen and Discuss

Reflection:The Ss were active. I used the Audio lingual method to follow the script. I used pair and team work to ask and answer questions about interests and jobs. Time was enough. Objectives were fully achieved.

Unit Goals:

-Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations. - Write paragraphs about jobs and what people do.

Learning Objectives:

Know: 1- Name new sports. 2- Recognize new jobs and sports. 3- How to express about interests. 4- How to describe some jobs.

Do: 1- Speak about new sports. 2- Describe jobs and professions. 3- Listen to a listening script and follow it.

Period:

Key Vocabulary:

Football /Basketball
Volleyball /Tennis
Doctor / Cook
Make the best
What about?
Mechanic /Briefcase
Lawyer / Know

Unit Assessment:

The Ss will write about what people do in their jobs.

Assessing Progress (AFL)

What is Adnan's Father's job? What does he like to do?

Assessing Progress (AFL)

What is Majid's Father's job? What does he like to do?

Assessing Progress (AFL)

What does people think of Adnan's father?

Final Learning Check (Closure)

The Ss will make a wall chart representing the sports they like.

Learning Hook (Starter)
Introduction
Pictures + Questioning

Do you like sports? What is your favourite one? Where do you play?

Activity
Key Learning point..

p. 3 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Activity
Key Learning point..

p. 3 Ex: 1

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Activity
Key Learning point..

p. 3 Ex: 2

How (Strategies)

Pair work
Discussion

T/S Led ?S

Differentiation

E= p. 3 Ex: 2

Differentiation

M= p. 3 Ex: 1

Differentiation

W= p. 3 Ex: 1

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

WB= p. 2 EX: B

Next Learning.

Grammar

Reflection:I used pair work and discussion to ask and answer questions about jobs and what people do at them. I also used the Audio lingual method to follow the script. Time was enough. Objectives were fully achieved.

Unit 1

What do you do ?

Lesson 3

Grammar / p. 4

Date:.....

Class:

Period:

Unit Goals:

-Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations. - Write paragraphs about jobs and what people do.

Learning Objectives:

Know: 1- Name new jobs. 2- Recognize how to describe jobs. 3- How to use the Present Simple to discuss facts.

Do: 1- Write sentences using the Present Simple. 2- Describe jobs and works. 3- Ask and answer questions about what people do.

Key Vocabulary:

Cook\Write
Take/Make
News\Newspaper
Reporter\Famous
Clinic\Chef
Elegant\Restaurat

Unit Assessment:

Write 4 sentences using the Present simple.

Assessing Progress (AFL)

Where does a salesperson work? What does he do?

Assessing Progress (AFL)

Where does a reporter work? What does he do?

Assessing Progress (AFL)

Ask and answer 3 questions about the job of a teacher.

Final Learning Check (Closer)

The Ss will compare between the job of a reporter and the job of the doctor.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

What do you want to be?
Why do you want to have this job?

Activity

Key Learning point..

p. 4 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 4Ex: 2

How (Strategies)

Drills
The Direct Method

T/S Led?S

Activity

Key Learning point..

p. 4 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/S Led ?S

Differentiation

E= p. 4 Ex: 2

Differentiation

M= p. 4 Ex: 2

Differentiation

W= p. 4 Ex: 1

Independent Learning (Homework)

WB= p. 3 EX: C

Next Learning.

Grammar & Listening &
Pronunciation

Reflection:I used Drills and the direct method to answer the questions. I also used pair work and cooperative learning to ask and answer questions about jobs and what people do. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 1

What do you do ?

Lesson 4

Grammar & Listening & Pronunciation / p.

Date:.....

Class:

Unit Goals:

-Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations. - Write paragraphs about jobs and what people do.

Learning Objectives:

Know: 1- Identify new jobs and professions. 2- How to describe jobs. 3- Recognize what people do in the jobs.

Do: 1- Speak about people and their jobs. 2- Describe jobs and what people do. 3- Ask and answer questions about these jobs.

Period:

Key Vocabulary:

Partner\Restaurant
Chef\Waiter
Cameraman\News
Carpenter\Furniture
Volleyball player\
Team\Cyclist

Unit Assessment:

The Ss will choose a job and write about it.

Assessing Progress (AFL)

How many jobs are there in the lesson? What are they ?

Assessing Progress (AFL)

Which work is harder among the pictures? Why?

Assessing Progress (AFL)

Write 3 sentences about the job of the camera man.

Final Learning Check (Closure)

The Ss will speak about the jobs mentioned in the lesson and what people do.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you know any other jobs? What are these jobs?

Activity

Key Learning point..

p. 5 Ex: 1

How (Strategies)

Discussion
Pair work

T/S Led? S

Activity

Key Learning point..

p. 5 Ex: 2

How (Strategies)

Audio lingual Method
Drills

T/S Led?S

Activity

Key Learning point..

p. 5 Ex: 3

How (Strategies)

Cooperative Learning
Collaborative Learning

T/S Led ?S

Differentiation

E= p. 5 Ex: 1

Differentiation

M= p. 5 Ex: 2

Differentiation

W= p. 5 Ex: 1

Independent Learning (Homework)

WB= p. 3 EX: D

Next Learning.

Conversation

Reflection:I used drills and the direct method to answer the questions. I also used the Audio lingual method to listen to the new sounds and how to use them. Collaborative leaning were used to read the script. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 1

What do you do ?

Lesson 5

Conversation & About you? / p. 6

Date:.....

Class:

Period:

Unit Goals:

- Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversation. - Write paragraphs about jobs and what people do.

Learning Objectives:

Know: 1- How to ask about people's hopes. 2- Identify new jobs and career. 3- Recognize what people do in their jobs.

Do:

1- Speak about jobs and what people want to be. 2- Discuss why people want to do a certain job. 3- Compare between jobs.

Key Vocabulary:

Still\Too
How about
In the future
Flight attendant
Travel\Good with
Stuff\Art
Architecture
Advertising

Unit Assessment:

Write a short paragraph about what a flight attendant do.

Assessing Progress (AFL)

What does Adel do?
What does he want to be? Why?

Assessing Progress (AFL)

What does Steve do?
What does he want to be? Why?

Assessing Progress (AFL)

Do you want to work any of their jobs? Why? Why not?

Final Learning Check (Closure)

The Ss will compare between what Steve and Adel want to do saying which they prefer most.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you like travelling?
Would you like to be a pilot or a flight attendant? Why? Why not?

Activity

Key Learning point..

p. 6 Ex: 1

How

Cooperative Learning
Audio lingual Method

T/S Led? S

Activity

Key Learning point..

p. 6 Ex: 2

How

Brain Storming
Critical Thinking

T/S Led? S

Activity

Key Learning point..

p. 6 Ex: 3

How

Team Work
Pair work\ Discussion

T/S Led ? S

Differentiation

E= p. 6 Ex: 3

Differentiation

M= p. 6 Ex: 2

Differentiation

W= p. 6 Ex: 1

(Homework)

WB= p. 4 EX: E

Next Learning.

Reading & Writing & Project

Reflection: I used cooperative learning and pair work to ask and answer questions about jobs people want to do and why they prefer them. I used critical thinking and brain storming to compare between careers. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Response card

Unit 1

What do you do ?

Lesson 6

Reading / p. 7

Date:.....

Class:

Period:

Unit Goals:

-Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations. - Write paragraphs about jobs and what people do.

Learning Objectives:

Know: 1- How to listen to a script and follow it. 2- How to express future plans. 3- Identify new information about the career of a footballer.

Do: 1- Speak about dreams and how to achieve them. 2- Describe the life of a footballer. 3- Write about why some people want to be footballers.

Key Vocabulary:

Follow\Dream
Top\Striker
Season\ Coach
Professional
Potential\ Chance
Technique\Excited
Support \Career

Unit Assessment:

Write an article about why some people want to be footballers.

Assessing Progress (AFL)

How old is Omar?
What is his job?

Assessing Progress (AFL)

What does Omar want to be? Why?

Assessing Progress (AFL)

Who support Omar? Do you agree with him\them? Why?

Final Learning Check (Closure)

The Ss will speak about their dream for the future and what they want to be when they leave school.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you like football?
What is your favourite team?
Who is your favourite player?

Activity Key Learning point..

p. 7 Ex: 1
How (Strategies)
Audio Lingual Method
Discussion

T/S Led? S

Activity Key Learning point..

p. 7 Ex: 2
How (Strategies)
Drills
Direct Method

T/S Led?S

Activity Key Learning point..

p. 7 Ex: 3
How (Strategies)
Team work
Cooperative Learning

T/S Led ?S

Differentiation

E= p. 7 Ex: 3

Differentiation

M= p. 7 Ex: 2

Differentiation

W= p. 7 Ex: 1

Independent Learning (Homework)

WB= p. 4 EX: F

Next Learning. Revision

Reflection:I used discussion and cooperative learning to speak about the jobs the Ss want to do in the future and why they want to do them. I also used the Audio lingual method to follow the listening script and extract the new ideas. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Response card

SG 2

Unit 1

What do you do ?

L. 7

Writing / p. 8

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

- Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations.
- Write paragraphs about jobs and what people do.

Learning Objectives:**Know:**

- Identify new words.
- Write new sentences about your dreams.
- Collect new information about jobs.

Do:

- Complete the table.
- Use "because, so and and".
- Scan the text.

Period:

Key Vocabulary :

- Difficult
- Science
- Teacher
- Education
- Important
- Interested
- primary

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :** miming**Activity :** I'll speak about my dreams for two minutes. I'll ask the Ss to imitate me.**Assessing Progress (AFL)**

Read the box then answer the questions. Ex. A

Activity/Key Learning point..

p. 8..... Ex. A

How (strategies)

Skimming "individual work"

T/S Led? S**Assessing Progress (AFL)**

Read the writing corner then select the rule. Ex. A

Activity/Key Learning point..

p. 8..... Ex. A

How (strategies)

Inductive strategy

T/S Led? S**Assessing Progress (AFL)**

Work in pairs and answers Ex. B.

Activity/Key Learning point..

p. 8..... Ex. B

How (strategies)

Pair work

T/S Led ? S**Final Learning Check (Closure)****Strategy:** self- talk**Activity:**

Speak about your dreams.

Unit Assessment:**Strategy :**

making list

Activity : Write five sentences about the jobs in your family.**Differentiation**

M= p. 8..... Ex. A

Differentiation

E= p. 8..... Ex. A

Differentiation

W= p. 8..... Ex. B

Independent Learning (Homework)

W. B. P. 4

Next Learning

l. 8

p. 9

Reflection:

Miming, skimming "individual work", inductive strategy, pair work, making list and self- talk were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit Goals:**By the end of this lesson Ss will be able to:**

- Identify new inventions and instruments. - Speak about jobs and what people want to be. - Describe jobs and what people want to be and do. - Use the present simple to express daily habits. - Differentiate between the sounds of letters. - Run a meaningful conversations. - Write paragraphs about jobs and what people do.

Learning Objectives:**Know:**

- Differentiate between the form and the meaning.
- Identify the rule of so, because and why.
- Digest new words.

Do:

- Make new questions using why.
- Use the words to complete the spaces.
- Generate new sentences.

Period:

Key Vocabulary :

- Tired
- Cold
- Rainy
- Mechanic
- Nap
- Chef
- architect

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :****Flexible Friday**

Activity : I'll give each s a copy of a passage and I'll let the Ss read the passage. After reading, I'll ask the Ss in turn to complete the spaces.

Assessing Progress (AFL)

Identify the rule then write new sentences. Ex. A .

Activity/Key Learning point..

p. 9..... Ex. A

How (strategies)
Show me strategy

T/S Led? S

Assessing Progress (AFL)

Read the words in the box then complete the spaces. Ex. A.

Activity/Key Learning point..

p. 9..... Ex. A

How (strategies)
Ideas in the box

T/S Led?S

Assessing Progress (AFL)

Read the sentences then complete the spaces using so and because. Ex.b

Activity/Key Learning point..

p. 9..... Ex. B

How (strategies)
Emerging ideas

T/S Led ? S

Final Learning Check (Closure)

Strategy:group
activity "interview"

Activity:

Read Ex. C and perform the interview in groups.

Unit Assessment:**Strategy :****Oral discussion**

Activity : Discuss the usage of so and because with your classmates.

Differentiation

E= p. 9..... Ex. A

Differentiation

M= p. 9..... Ex. A

Differentiation

W= p. 9..... Ex. B

Independent Learning (Homework)

Write three sentences using so.

Next Learning

Unit 2
p. 10

Reflection:

Flexible Friday, show me strategy, ideas in the box, emerging ideas, group activity "interview" and oral discussion were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 2

What is school like?

Lesson 1

Listen and Discuss / p. 10

Date:.....

Class:

Unit Goals:

-Identify new subjects. - Speak about favourite subjects.
- How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:

Know:1- Identify new subjects. 2- Recognize new adjectives. 3- How to express preferences.

Do:1- Speak about different subjects. 2- Express preferences and what subjects we like and why. 3- Read the lesson and get out the main ideas.

Period:

Key Vocabulary:

Interesting\Fun
Boring\Difficult
Challenging\Easy
History\Science
Health\Geography
Computer science
Physical Education

Unit Assessment:

Write about your school subjects and what you think of them.

Assessing Progress (AFL)

What subjects are mentioned in the lesson ?
What are they ?

Assessing Progress (AFL)

What is the first boy's favourite subject?

Assessing Progress (AFL)

Does the second boy like history? Why?

Final Learning Check (Closure)

The Ss will speak about their interests and what they want to be.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

How many subjects are there this year?
What are the subjects ?

Activity

Key Learning point..

p. 10 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 10 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

p. 10 Ex: 2

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Differentiation

E= what do you think the most interesting subjects? Why?

Differentiation

M= p. 10 Ex: 2

Differentiation

W= mention the boys' favourite subjects.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

WB= p. 5 EX: A

Next Learning :

Quick Check & Pair work

Reflection:I used the audio lingual method to identify the school subjects. I also used pair work and discussion to ask and answer about favourite subjects and why. Time was enough. Objectives

Unit 2

What is school like?

Lesson 2

Quick check\pair work / p. 11

Date:.....

Class:

Unit Goals:

-Identify new subjects. - Speak about favourite subjects.
- How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:

Know: 1- Name new sports. 2- Recognize new jobs and sports. 3- How to express about interests. 4- How to describe some jobs.

Do: 1- Speak about new sports. 2- Describe jobs and professions. 3- Listen to a listening script and follow it.

Period:

Key Vocabulary:

Tall\Blond
Active\Thin
Library\Club
Run= Manage
Glasses\Smart
Nice\Fun\Brown

Unit Assessment:

Describe a friend of yours in 4 sentences .

Assessing Progress (AFL)

How many boys are there in the pictures? What are they wearing?

Assessing Progress (AFL)

Describe Ben and mention his qualities.

Assessing Progress (AFL)

Who is Lee? Why do the boys like him?

Final Learning Check (Closure)

The Ss will describe the qualities and physical characteristics of their friends

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you have a lot of friends? How many friends do you have?

Activity

Key Learning point..

p. 11 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Activity

Key Learning point..

p. 11 Ex: 1

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Activity

Key Learning point..

p. 11 Ex: 2

How (Strategies)

Pair work
Discussion

T/S Led ?S

Differentiation

E= p. 11 Ex: 2

Differentiation

M= p. 11 Ex: 1

Differentiation

W= p. 11 Ex: 1

Independent Learning (Homework)

WB= p. 5 EX: B

Next Learning.

Grammar

Reflection:The lesson was funny. I used pair work and discussion to speak about people and describe them. I also used the audio lingual method to identify the new colors and adjectives. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 2

What is school like?

Lesson 3

Grammar / p. 12

Date:.....

Class:

Period:

Unit Goals:

-Identify new subjects. - Speak about favourite subjects.
- How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:

Know: 1- Name new jobs. 2- Recognize how to describe jobs. 3- How to use the Present Simple to discuss facts.

Do: 1- Write sentences using the Present Simple.
2- Describe jobs and works. 3- Ask and answer questions about what people do.

Key Vocabulary:

Statement\Speak
Change\Study
Studies\Long
Beard\Spanish
French\Last
Period\Break

Unit Assessment:

Write 4 sentences using the present simple.

Assessing Progress (AFL)

Does Ahmed take Spanish? What languages does he take?

Assessing Progress (AFL)

Who teach Ahmed science? At what period?

Assessing Progress (AFL)

Ask and answer 3 questions about Ahmed using the Present Simple.

Final Learning Check (Closure)

The Ss will discuss what periods they have during the day.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

How many periods do you have a day? What are they ?

Activity

Key Learning point..

p. 12 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 12 Ex: 2

How (Strategies)

Drills
The Direct Method

T/S Led?S

Activity

Key Learning point..

p. 12 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/S Led ?S

Differentiation

E= p. 12 Ex: 2

Differentiation

M= p. 12 Ex: 2

Differentiation

W= p. 12 Ex: 1

(Homework)

WB= p. 6 EX: C

Next Learning.

Grammar & Listening &
Pronunciation

Reflection:I used Drills and the direct method to answer the questions. I also used pair work and cooperative learning to ask and answer questions about periods and subjects the Ss have during the day. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 2

What is school like?

Lesson 4

Listening, Pronunciation & Writing / p. 13

Date:

Class:

Unit Goals:

- Identify new subjects. - Speak about favourite subjects.
- How to describe people and things. - How to ask and answer Yes/No Questions. - Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers. - Write about different clubs at schools.

Learning Objectives:

Know: 1- Identify new jobs and professions. 2- How to describe jobs. 3- Recognize what people do in the jobs.

Do: 1- Speak about people and their jobs. 2- Describe jobs and what people do. 3- Ask and answer questions about these jobs.

Period:

Key Vocabulary:

Schedule\Descript
Hair\Eyes
Homework\Jacket
Tie\Strict\Send
E-mail\Carry\
Glasses

Unit Assessment:

The Ss will choose a teacher and describe them.

Assessing Progress (AFL)

How many teachers are there in the lesson? Who are they?

Assessing Progress (AFL)

How does Mr. Dobbs look like? What does he teach?

Assessing Progress (AFL)

Is someone using a wheel chair? Who is he? What does he teach?

Final Learning Check (Closure)

The Ss will speak about their teachers, describe them and say why they like them

Learning Hook (Starter)

Introduction
Pictures +
Questioning

How many teachers teach you? Who are they? What do they teach?

Activity

Key Learning point..

p. 13 Ex: 1

How (Strategies)

Discussion

Pair work

T/S Led? S

Activity

Key Learning point..

p. 13 Ex: 2

How (Strategies)

Audio lingual Method

Drills

T/S Led? S

Activity

Key Learning point..

p. 13 Ex: 3

How (Strategies)

Cooperative Learning

Collaborative Learning

T/S Led? S

Differentiation

E= p. 13 Ex: 1

Differentiation

M= p. 13 Ex: 2

Differentiation

W= p. 13 Ex: 1

Independent Learning (Homework)

WB= p. 6 EX: D

Next

Learning.

Conversatio

Reflection: I used drills and the direct method to answer the questions. I also used the Audio lingual method to listen to the new sounds and how to use them. Collaborative learning were used to read the script and describe them. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 2

What is school like?

Lesson 5

Conversation & About you? / P. 14

Date:

Class:

Unit Goals:

-Identify new subjects. - Speak about favourite subjects.
- How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:

Know: 1- Recognize what science teachers do. 2- Say why Ss like the science teachers. 3- How to ask and answer questions about reasons.

Do: 1- Speak about different subjects and what teachers do during them. 2- Describe teachers and subjects using new adjectives. 3- Ask and answer questions about reasons

Period:

Key Vocabulary:

Cool\Experiment
Fascinating\Tests
Strict\Organize
Activities\Schedule
Group\Turn
Look like

Unit Assessment:

Write a short paragraph about what you do during the science class.

Assessing Progress (AFL)

What is Faris's favourite subject? Why does he like it?

Assessing Progress (AFL)

Why does Jim prefer History? Do you agree with him?

Assessing Progress (AFL)

Describe the picture in the lesson in 3 sentences.

Final Learning Check (Closure)

I will divide the Ss into 2 groups, ask each group to choose a subject and say why they like it.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you prefer science or history?
Why do you like any of them?

Activity

Key Learning point..

p. 14 Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/S Led ? S

Activity

Key Learning point..

p. 14 Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/S Led ? S

Activity

Key Learning point..

p. 14 Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/S Led ? S

Differentiation

E= p. 14 Ex: 3

Differentiation

M= p. 14 Ex: 2

Differentiation

W= p. 14 Ex: 1

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

(Homework)

WB= p. 7 EX: E

Next Learning.

Reading & Writing

Reflection: I used cooperative learning and pair work to ask and answer questions about different subjects and asked the Ss to mention the reasons why they like them. I also used the Audio lingual method to train the Ss to follow a script and figure out the main ideas. Time was enough. Objectives were fully achieved.

Unit 2

What is school like?

Lesson 6

Reading / p. 15

Date:.....

Class:

Period:

Unit Goals:

-Identify new subjects. - Speak about favourite subjects.
- How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:

Know: 1- Identify different clubs at school. 2- Recognize the activities the clubs do. 3- Classify the clubs' activities into indoors and outdoors ones.

Do: 1- Speak school clubs. 2- Compare between the activities each club does. 3- Write about a school club the Ss like saying why.

Key Vocabulary:

Share\Same
Explore\Check out
Spend\Organize
Members\Feel
Archaeology
Excavate\Findings
Traditional\Poetry

Unit Assessment:

Write a short paragraph about one school club you like saying

Assessing Progress (AFL)

How many clubs are there in the lesson?
What are they?

Assessing Progress (AFL)

What does the science club do?
Do you want to join it?

Assessing Progress (AFL)

Write the features of the Archaeology clubs and why Ss like it.

Final Learning Check (Closure)

The Ss will speak about school clubs and why they like to join any of them.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you have any clubs at school?
What are they?
Are you a member in any of the clubs?
What?

Activity

Key Learning point..

p. 15 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 15 Ex: 2

How (Strategies)

Drills
Brain Storming

T/S Led?S

Activity

Key Learning point..

p. 15 Ex: 3

How (Strategies)

Team work
Cooperative Learning

T/S Led ?S

Differentiation

E= p. 15 Ex: 3

Differentiation

M= p. 15 Ex: 2

Differentiation

W= p. 15 Ex: 1

Independent Learning (Homework)

WB= p. 7 EX: F

Next Learning. Revision

Reflection: I used discussion and cooperative learning to speak about the school clubs and why Ss like to join them. I also used Brain storming and team work to compare and contrast between the clubs activities and which are more interesting to the Ss. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG2

Unit 2

What's school like?

L.7

Writing/ p. 8

Date:.....

Class:

Unit Goals:

-Identify new subjects. - Speak about favourite subjects.
 - How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:**Know:**

- Identify new vocabulary.
- Digest the writing corner.
- Speak about the physical appearance.

Do:

- Write long sentences.
- Complete the table about the character.
- Match the sentences with the suitable answers.

Period:

Key Vocabulary :

- Physical
- Character
- Interest
- Appearance
- Glasses
- active

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :self - talk**

Activity :Speak about your favourite clothes in three sentences.

Assessing Progress (AFL)

Identify the chart then complete it. Ex. A

Activity/Key Learning point..

p. 16..... Ex. A

How (strategies)

Pair work

T/\$ Led? S

Assessing Progress (AFL)

Match the sentences with the correct answers. Ex. B

Activity/Key Learning point..

p. 16..... Ex. B

How (strategies)

Linking ideas

T/\$ Led?S

Assessing Progress (AFL)

Read Ex. C then generate new sentences. Ex. C.

Activity/Key Learning point..

p. 16..... Ex. C

How (strategies)

Ideas shower

Scanning

T/\$ Led ? S

Unit Assessment:**Strategy :**

making chart

Activity :Read Ex. D then make the chart with your partner.

Differentiation

M= p. 16..... Ex. A

Differentiation

E= p. 16..... Ex. B

Differentiation

W= p. 16..... Ex. C

Independent Learning (Homework)

W. B. P. 8

Next Learning

l. 8
p.17

Reflection:

Self – talk, pair work, linking ideas, ideas shower, scanning, making chart and get crazy were used. The objectives were achieved..The lesson was so interest.

Final Learning Check (Closure)**Strategy: get crazy****Activity:**

Skim the project then perform it.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2	Unit 2	What's school like?	L.	Form , Meaning and Function / p.	Date:.....	Class:
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Unit Goals:

- Identify new subjects. - Speak about favourite subjects.
- How to describe people and things.- How to ask and answer Yes\No Questions.- Speak about how to spend a school day. - Discuss the job of a teacher and why Ss like teachers.- Write about different clubs at schools.

Learning Objectives:

Know:

- Define the intensifiers.
- Distinguish the new adjectives.
- Acquire new words.

Do:

- Write new sentences using pretty and extremely.
- Describe persons using the adjectives.
- Make new questions.

Period:

Key Vocabulary :

- Intensifiers.
- Extremely
- Quite.
- Feels
- Reaction
- Causes.

Final Learning Check (Closure)

Strategy:role play

Activity:
Read Ex. C and write two questions and answers then perform those questions and answers with your class mates.

Learning Hook (Starter)

Introduction

Pictures + Questioning

Strategy :
Brainstorming

Activity :I'll show the Ss a picture of a new place and I'll let the s two minutes think and try to identify this place.

Assessing Progress (AFL)

Read the rule then write new sentences.Ex. A .

Assessing Progress (AFL)

Work in teams and circle the correct adjectives. Ex. A.

Assessing Progress (AFL)

.read the words then make meaningful sentences. Ex.. b

Activity/Key Learning point..

p. 17..... Ex. A

How (strategies)
Inductive strategy

T/\$ Led? S

Activity/Key Learning point..

p. 17..... Ex. A

How (strategies)
Team work

T/\$ Led?S

Activity/Key Learning point..

p. 17..... Ex. B

How (strategies)
Bend it/ shape it

T/\$ Led ? S

Unit Assessment:

Strategy :
guided writing

Activity :Write five sentences about your close friend and his/ her interests.

Differentiation

E= p. 17..... Ex. A

Differentiation

M= p. 17..... Ex. A

Differentiation

W= p. 17..... Ex. B

Next Learning

Unit 3
p. 18

Reflection:

Brainstorming, inductive strategy, team work, bend it, role play and guided writing were used. The objectives were achieved.The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 3

What time do you get up?

Lesson 1

Listen and Discuss / p. 18

Date:...

Class:

Unit Goals:

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:

Know: 1- Identify new cities. 2- Recognize different activities. 3- How to tell the time.

Do: 1- Speak about people and what they do. 2- Describe some daily habits. 3- Write sentences using the present simple.

Period:

Key Vocabulary:

Activities\Countries
Cities\Wake up
Get up\Early\Late
Serve\Traffic\Riding
Check\Together

Unit Assessment:

Describe how you spend your days.

Assessing Progress (AFL)

Where is Alex from?
What does he do in the morning?

Assessing Progress (AFL)

Where does Bob live?
How does he go to work?

Assessing Progress (AFL)

What is Takeshi's job?
What time does he go home?

Final Learning Check (Closure)

The Ss will speak about how they spend their school days.

Learning Hook (Starter) Introduction Pictures + Questioning

Do you get up early? What time do you get up?
What do you do after getting up?

Activity Key Learning point..

p. 18 Ex: 1
How (Strategies)
Audio Lingual Method
Collaborative Learning
T/S Led? S

Differentiation

E= Why don't Jeff & Rick drive back home?

Activity Key Learning point..

p. 18 Ex: 1
How (Strategies)
Pair Work
Discussion
T/S Led?S

Differentiation

M= When do Mr. Zaher's family eat together?

Activity Key Learning point..

p. 18 Ex: 2
How (Strategies)
Team work
Critical Thinking
T/S Led ?S

Differentiation

W= When does Ali do his homework?

Independent Learning (Homework)

WB= p. 9 EX: A

Next Learning. Listen and Discuss

Reflection:I used the audio lingual method to identify some daily habits. I also used pair work and critical thinking to ask about what people do and why. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 3

What time do you get up?

Lesson 2

Quick check/Pair work / p. 19

Date:...

Class:

Unit Goals:

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:

Know: 1- How to tell the time. 2- Identify some daily habits. 3- How to match times with actions.

Do: 1- Speak about daily habit. 2- Ask and answer questions about the times. 3- Use the proper prepositions before the times of the day.

Period:

Key Vocabulary:

The morning
The afternoon
The evening
At night\Am\Pm
Clock\O'clock>Email
Office\Before\After

Unit Assessment:

Write 4 sentences describing when you do your daily habits.

Assessing Progress (AFL)

When do the two people meet?

Assessing Progress (AFL)

What time is midnight?
What do you do at this time?

Assessing Progress (AFL)

Write the following times in words: 7: 15 – 9: 40-
2:00 – 4: 30.

Final Learning Check (Closure)

The Ss will say when they come and leave school and what time they eat and sleep.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

When do you come to school? What time do you leave school? When do you sleep?

Activity

Key Learning point..

p. 19 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Activity

Key Learning point..

p. 19 Ex: 2

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Activity

Key Learning point..

p. 19Ex: 3

How (Strategies)

Pair work
Discussion

T/S Led ?S

Differentiation

E= p. 19 Ex: 3

Differentiation

M= p. 19 Ex: 2

Differentiation

W= p. 19 Ex: 1

Independent Learning (Homework)

WB= p. 10 EX: B

Next Learning. Grammar

Reflection:I used drills and the direct method to answer the questions in the lesson. I also used the Audio lingual method to ask about the time and how to answer these questions. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 3

What time do you get up?

Lesson 3

Grammar / p. 20

Date:.....

Class:

Unit Goals:

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:

Know: 1- Name new prepositions. 2- Identify new adverbs of frequency. 3- Recognize some adverbs of time.

Do: 1- Write sentences using the Present Simple. 2- Use some adverbs of time and frequency. 3- Rearrange words to describe actions.

Period:

Key Vocabulary:

Always\Usually
Sometimes\Never
At\In\On\Before
After\Then
Unscramble

Unit Assessment:

Use the adverbs of frequency to describe some of your actions.

Assessing Progress (AFL)

What does the boy do in the pictures?

Assessing Progress (AFL)

When does the boy brush his teeth?

Assessing Progress (AFL)

Write some time prepositions and use them in new sentences.

Final Learning Check (Closure)

The Ss will discuss when they study and have their meals.

Learning Hook (Starter)

Introduction

Pictures + Questioning

How often do you come to school?
Do you go to the gym? When do you go to the club?

Activity

Key Learning point..

p. 20 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/\$ Led? S

Activity

Key Learning point..

p. 20 Ex: 2

How (Strategies)

Drills
The Direct Method

T/\$ Led?S

Activity

Key Learning point..

p. 20 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/\$ Led ?S

Differentiation

E= p. 20 Ex: 2

Differentiation

M= p. 20 Ex: 2

Differentiation

W= p. 20 Ex: 1

Independent Learning (Homework)

WB= p. 10 EX: C

Next Learning.

Grammar & Listening

Reflection: I used Drills and the direct method to answer the questions. I also used pair work and cooperative learning to ask and answer questions about adverbs of time and prepositions. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 3

What time do you get up?

Lesson 4

Listening, Pronunciation & Writing / p.

Date:

Class:

Unit Goals:

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:

Know: 1- Identify activities and actions. 2- How to describe actions. 3- How to ask and answer Yes\No questions.

Do: 1- Speak about people and what they do. 2- Match the actions with the day times. 3- Ask and answer yes\No questions.

Period:

Key Vocabulary:

Weekends\Study
Cycle\Sometimes
Computer games
Gym\Exercise
Do homework
Have lunch\Bike

Unit Assessment:

Write what you do during your weekdays.

Assessing Progress (AFL)

What does Tarek do in the morning?

Assessing Progress (AFL)

Does Alan always play in the evening? What does he do?

Assessing Progress (AFL)

Who usually exercise and go to the gym? When does he do that?

Final Learning Check (Closure)

The Ss will speak about their usual habits and relate them to the day times

Learning Hook (Starter)

Introduction

Pictures + Questioning

Do you like sports? When do you usually play?

Activity

Key Learning point..

p. 21 Ex: 1

How (Strategies)

Discussion

Pair work

T/S Led? S

Activity

Key Learning point..

p. 21 Ex: 2

How (Strategies)

Audio lingual Method

Drills

T/S Led? S

Activity

Key Learning point..

p. 21 Ex: 3

How (Strategies)

Cooperative Learning

Collaborative Learning

T/S Led ? S

Differentiation

E= p. 21 Ex: 1

Differentiation

M= p. 21 Ex: 2

Differentiation

W= p. 21 Ex: 1

Independent Learning (Homework)

WB= p. 10 EX: D

Next Learning. Conversation

Reflection: I used drills and the direct method to ask and answer Yes\No questions. I also used discussion and cooperative learning to describe what people do and their usual habits. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 3

What time do you get up?

Lesson 5

Conversation & About you? / P. 22

Date: ...

Class:

Unit Goals:

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:

- Know:** 1- How to ask people about their destinations. 2- How to make a suggestion and respond to it. 3- Identify new responses for agreement or refusal of something.
- Do:** 1- Speak about what some people may do at their free time. 2- Make suggestions and respond to them. 3- Express agreement or refusal.

Period:

Key Vocabulary:

Work out\Off to
Martial arts\ Karate
Awesome\Difficult
Special\Concentrate
Come along\No way
Take a shower\Bath

Unit Assessment:

Write a short paragraph about what you do at you free time.

Assessing Progress (AFL)

What is Fahd's hobby?
Where does he do it?

Assessing Progress (AFL)

What is Ryan's hobby?
Where does he practice?

Assessing Progress (AFL)

Describe what people do at the end of the page.

Final Learning Check (Closure)

I will divide the Ss into 2 groups, ask each group to choose a subject and say why they like it.

Learning Hook (Starter)

Introduction

Pictures + Questioning

Do you like sports?
What do you play?
When do you practice sports?

Activity

Key Learning point..

p. 22 Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/\$ Led ? S

Activity

Key Learning point..

p. 22 Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/\$ Led ? S

Activity

Key Learning point..

p. 22 Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/\$ Led ? S

Differentiation

E= p. 22 Ex: 3

Differentiation

M= p. 22 Ex: 2

Differentiation

W= p. 22 Ex: 1

(Homework)

WB= p. 11 EX: E

Next Learning.

Reading & Writing

Reflection: I used cooperative learning and pair work to ask and answer questions about how people spend their times after school. I also used brain storming and critical thinking to compare between different activities. I used drills for making suggestions. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 3

What time do you get up?

Lesson 6

Reading / p. 23

Date:.....

Class:

Unit Goals:

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:

Know: 1- How to listen to a script and follow it. 2- Identify how some people in from countries spend their school days. 3- Recognize new foreign traditions.

Do: 1- Speak about how people in other countries spend weekdays. 2- Describe some foreign traditions. 3- Write what people in other countries do.

Period:

Key Vocabulary:

Newspaper\Around the world\Arrive Assembly\ Straight National anthem Optional\ Village Extra tutoring Rainforests\Canoe Generator\Electricity

Unit Assessment:

Write an article about how Ss in Ecuador spend their schooldays.

Assessing Progress (AFL)

Where is Ahmed from?
What does he do at school in the morning?

Assessing Progress (AFL)

Who is Jose? How does he spend his school days?

Assessing Progress (AFL)

Write 4 sentences comparing between Ahmed and Jose.

Final Learning Check (Closure)

The Ss will compare between Ahmed and Jose and how they spend their schooldays.

Learning Hook (Starter)

Introduction

Pictures + Questioning

Do you know any foreign Ss? Where are they from?
How do they spend their schooldays?

Activity

Key Learning point..

p. 23 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/\$ Led? S

Activity

Key Learning point..

p. 23 Ex: 2

How (Strategies)

Drills
Brain Storming

T/\$ Led?S

Activity

Key Learning point..

p. 23 Ex: 3

How (Strategies)

Team work
Cooperative Learning

T/\$ Led ?S

Differentiation

E= p. 23 Ex: 3

Differentiation

M= p. 23 Ex: 2

Differentiation

W= p. 23 Ex: 1

(Homework)

WB= p. 12 EX: G

Next Learning. Revision

Reflection:The lesson was interesting. I used discussion and the audio lingual method to identify the information about how different Ss spend their schooldays. I also used drills and cooperative learning to ask and answer questions about the Ss. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 3

What time do you get up?

L. 7

Writing / p. 24

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:**Know:**

- Identify the shape of the electronic mail.
- Select new words.
- Scan the content of the e-mail.

Do:

- Write similar e-mail.
- Use "by" in meaningful sentences.
- Take notes about the school activities.

Period:

Key Vocabulary :

- Prepare.
- Uniform.
- School.
- Baseball.
- Middle.
- Soon.

**Learning Hook
(Starter)****Introduction****Pictures + Questioning****Strategy :**story telling**Activity :**I'll attract the Ss' attention then I'll narrate a short story about my best friend**Assessing Progress (AFL)**

Read the e-mail then take notes. Ex. A

Assessing Progress (AFL)

Scan the writing corner then write simple sentences. Ex. a

Assessing Progress (AFL)

Skim the table then complete it. Ex. B .

Activity/Key Learning point..

p. 24..... Ex. A

How (strategies)

Guided note taking

T/S Led? S**Activity/Key Learning point..**

p. 24..... Ex. A

How (strategies)

Basic ideas generation

T/S Led?S**Activity/Key Learning point..**

p. 24..... Ex. B

How (strategies)

Engagement

T/S Led ?S**Final Learning Check
(Closure)****Strategy:**

Group activity

Activity:

Work in groups and make a research about the routine of the school.

Unit Assessment:**Strategy :**drills**Activity :**Read Ex. C and write short e-mail to your ben friend.**Differentiation**

M= p. 24..... Ex. A

Differentiation

E= p. 24..... Ex. A

Differentiation

W= p. 24..... Ex. B

**Independent Learning
(Homework)**

W. B. P. 12

Next Learningl. 8
p. 25**Reflection:**

Storytelling, guided note taking, basic ideas generation, engagement, drills and group activity were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 3

What time do you get up?

L.

Form , Meaning and Function / p. 9

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

- Speak about daily routine.
- Describe people's habits.
- Ask and answer questions about times and dates.
- How to tell the time.
- Use adverbs of frequency.
- Identify new time prepositions and how to use them.

Learning Objectives:**Know:**

- Distinguish the word "permanent" from the word "temporary".
- Differentiate between the present simple and the present progressive.
- Identify new words.

Do:

- Write simple sentences using the present progressive.
- Complete the sentences using the correct helping

Period:

Key Vocabulary :

- Tourist
- Earth.
- Lake.
- Progressive.
- Around
- Direction.

Final Learning Check (Closure)**Strategy :**

Pair work

Activity:

Work in pairs and write five sentences using the present progressive.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :**

The hot seat

Activity : I'll choose three Ss and I'll ask them three questions about the previous lesson.

Assessing Progress (AFL)

.read the rule then write correct sentences. Ex. A .

Activity/Key Learning point..

p. 25..... Ex. A

How (strategies)

Related knowledge needs to learning goals

T/S Led? S**Assessing Progress (AFL)**

Read the sentences then choose the correct answers. Ex. A.

Activity/Key Learning point..

p. 25..... Ex. A

How (strategies)

Ideas selection

T/S Led?S**Assessing Progress (AFL)**

Complete the spaces using the present progressive. Ex. b

Activity/Key Learning point..

p. 25..... Ex. B

How (strategies)

Ideas blending

T/S Led ?S**Unit Assessment:**

Strategy : think – pair share

Activity : Read any story and try to get the main ideas with your partner.

Differentiation

E= p. 25..... Ex. A

Differentiation

M= p. 25..... Ex. A

Differentiation

W= p. 25..... Ex. B

Independent Learning

(Homework) Make a list of the function of the simple tense.

Next Learning

Unit 4
p. 26

Reflection:

Brainstorming, inductive strategy, team work, bend it, role play and guided writing were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 4

What can you do there?

Lesson 1

Listen and Discuss / p. 26

Date:...

Class:

Unit Goals:

- Speak about daily routine.-Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:

Know: 1- Identify new places. 2- Recognize activities related to certain places. 3- Describe pictures.

Do: 1- Speak about places. 2- Write what people do in some places. 3- Match pictures with actions.

Period:

Key Vocabulary:

Town\Place\Hotel
Gym\Supermarket
Bookshop\Library
Bank\Airport\Buy
Meet\Sleep

Unit Assessment:

Describe the town\city you live in.

Assessing Progress (AFL)

Where can we open an account?
Where can we buy books?

Assessing Progress (AFL)

Where can visitors sleep and stay? Where can we take planes?

Assessing Progress (AFL)

Write 4 places presented in the pictures.

Final Learning Check (Closure)

The Ss will speak about the place they live in and famous places around them.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you live in a city or a town?
What famous places are around you?

Activity

Key Learning point..

p. 26 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 26 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

p. 26 Ex: 2

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Differentiation

E= Is the picture representing a city or a town? Why do you think so?

Differentiation

M= What are the men doing in the pictures?

Differentiation

W= Where can cars park? Is there another place?

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

WB= p. 13 EX: A

Next Learning.

Listen and Discuss

Reflection: I used the audio lingual method to identify some new places. I also used pair work and critical thinking to ask about places and what people do there. Time was enough. Objectives were fully achieved.

Unit 4

What can you do there?

Lesson 2

Quick check/Pair work / p. 27

Date:...

Class:

Unit Goals:

- Speak about daily routine.-Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:

Know: 1- Recognize new places around the city\town. 2- How to describe activities. 3- How to ask and answer questions about the places and the activities in them.

Do: 1- Describe pictures, places and activities. 2- Match activities with places. 3- Ask and answer questions about the places and what people do there.

Period:

Key Vocabulary:

Mosque\Museum
Restaurant\ Mall
Smartphone\Park
Hang out\Travel
Design\Bus station
Plane

Unit Assessment:

Write 4 sentences about the museum; it is place and what we can do there.

Assessing Progress (AFL)

Where can we pray?
Where are the planes?

Assessing Progress (AFL)

What is the man doing?
What is his job?

Assessing Progress (AFL)

Mention the means of transport presented in the pictures and where to find them.

Final Learning Check (Closure)

The Ss will say what they whether or not they go to the places in the pictures and what to do there.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you go to the mall a lot?
Why do you go there?

Activity

Key Learning point..

p. 27 Ex: 1

How (Strategies)

The Direct Method
Drills

T/\$ Led? S

Activity

Key Learning point..

p. 27 Ex: 2

How (Strategies)

Audio lingual Method
Collaborative Learning

T/\$ Led?S

Activity

Key Learning point..

p. 27 Ex: 2

How (Strategies)

Pair work
Discussion

T/\$ Led ?S

Differentiation

E= p. 27 Ex: 2

Differentiation

M= p. 27 Ex: 2

Differentiation

W= p. 27 Ex: 1

Independent Learning (Homework)

WB= p. 13 EX: B

Next Learning.

Grammar

Reflection:I used drills and the direct method to answer the questions in the lesson. I also used the Audio lingual method to ask and answer about the places and what people do there. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 4

What can you do there?

Lesson 3

Grammar / p. 28

Date:.....

Class:

Unit Goals:

- Speak about daily routine.-Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:

Know: 1- How to express preferences. 2- Identify new activities. 3- Mention new arrangements. 4- How to express ability and disability.

Do: 1- Write sentences using Can & Can't to express ability. 2- Ask and answer questions about what people can do. 3- Making suggestions and respond to them

Period:

Key Vocabulary:

Can\Can't\
Rollerblade\Meet
Speak\Tonight
Finishing\Busy
Assignment
Dentist\Library

Unit Assessment:

Write 6 sentences about things you can or can't do.

Assessing Progress (AFL)

What is the man in the pictures doing?

Assessing Progress (AFL)

Use can and cannot to write 4 sentences.

Assessing Progress (AFL)

Write 4 sentences expressing your preferences using Like.

Final Learning Check (Closure)

The Ss will discuss what they can and what they cannot do.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Can you swim?
Can you play football?
What cannot you do?

Activity

Key Learning point..

p. 28 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 28 Ex: 2

How (Strategies)

Drills
The Direct Method

T/S Led?S

Activity

Key Learning point..

p. 28 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/S Led ?S

Differentiation

E= p. 28 Ex: 2

Differentiation

M= p. 28 Ex: 2

Differentiation

W= p. 28 Ex: 1

Independent Learning (Homework)

WB= p. 14 EX: C

Next Learning.

Grammar & Listening

Reflection:The lesson was funny. I used cooperative learning to express what the Ss can\can't do. I also used discussion to speak about their preferences. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 4

What can you do there?

Lesson 4

Listening, Pronunciation & Writing / p.

Date:.....

Class:

Period:

Unit Goals:

- Speak about daily routine.- Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:

Know: 1- Identify new activities and actions. 2- How to describe actions. 3- How to ask and answer Yes\No questions.

Do: 1- Speak about people and what they can do. 2- Match the actions with the pictures. 3- Write sentences using can and cannot.

Key Vocabulary:

Basketball\Bus
Drive\Motorcycle
Ice skate\Swim
Use computer
Make sandwich
Rollerblade
Classmates\Order

Unit Assessment:

Write what you can and cannot do.

Assessing Progress (AFL)

Can Fred drive a bus?
Can Fred play basketball?

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

Can you do any of these activities? What?

Final Learning Check (Closure)

The Ss will speak about what they can\can't do and what they like to do and why they like these things.

Learning Hook (Starter) Introduction Pictures + Questioning

Do you like sports? When do you usually play? What can you do?

Activity Key Learning point..

p. 29 Ex: 1

How (Strategies)

Discussion
Pair work

T/S Led? S

Activity Key Learning point..

p. 29 Ex: 2

How (Strategies)

Audio lingual Method
Drills

T/S Led?S

Activity Key Learning point..

p. 29 Ex: 3

How (Strategies)

Cooperative Learning
Collaborative Learning

T/S Led ?S

Differentiation

E= p. 29 Ex: 1

Differentiation

M= p. 29 Ex: 2

Differentiation

W= p. 29 Ex: 1

Independent Learning (Homework)

WB= p. 14 EX: D

Next Learning. Conversation

Reflection:I used drills and the direct method to ask and answer Yes\No questions. I also used discussion and cooperative learning to describe what people do and what they like to do. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 4

What can you do there?

Lesson 5

Conversation & About you? / P. 30

Date:...

Class:

Unit Goals:

- Speak about daily routine. - Speak about different places around the city. - Describe what people do in these places. - Express ability and inability using Can & Can't. - Ask and answer Yes/No questions. - Make suggestions and future plans. - Speak about vacations and the activities we can do - Express opinions about something. - Express opinions about something.

Learning Objectives:

Know: 1- How to make suggestions. 2- How to make invitations. 3- Identify ways to respond to them.

Do: 1- Speak about what some people may do at their free time. 2- Make suggestions and respond to them. 3- Express agreement or refusal.

Period:

Key Vocabulary:

Tennis\Good for
Bad for\Prefer
Busy\Idea\Crazy
Invite\Outing
Which one

Unit Assessment:

Write a short paragraph about what you do at you free time.

Assessing Progress (AFL)

What Emad can do?
Where can he play?

Assessing Progress (AFL)

Why cannot Emad play on Wednesday afternoon?

Assessing Progress (AFL)

Make 2 suggestions and respond to them.

Final Learning Check (Closure)

The Ss will compare between what they want or do not want to do during the free time.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you have much free time? When do you have it? What do you like to do during your free time?

Activity

Key Learning point..

p. 30 Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/S Led ? S

Activity

Key Learning point..

p. 30 Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/S Led ? S

Activity

Key Learning point..

p. 30 Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/S Led ? S

Differentiation

E= p. 30 Ex: 3

Differentiation

M= p. 30 Ex: 2

Differentiation

W= p. 30 Ex: 1

(Homework)

WB= p. 15 EX: E

Next Learning.

Reading &

Reflection: I used cooperative learning & pair work to make suggestions and invitations. I also used brain storming and critical thinking to respond to the suggestions or invitations. I used pair work and discussion to think of the responses. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 4

What can you do there?

Lesson 6

Reading / p. 31

Date:.....

Class:

Period:

Unit Goals:

- Speak about daily routine.-Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:

Know: 1- How to listen to a script and follow it. 2- Identify new rooms and house appliances. 3- How to make suggestions and respond to them.

Do: 1- Speak about where to go on vacations. 2- Describe apartments and hotels. 3- Say the merits of a place. 4- Make invitations or suggestions saying why.

Key Vocabulary:

Beachside\Resort
Comfortable\Own
Apartment\Luxury
Bedroom\Kitchen
Living room\Privacy
Equipped\Bathroom
Jacuzzi

Unit Assessment:

Write an article about where to go during summer holiday in Ksa.

Assessing Progress (AFL)

What does the picture represent?

Assessing Progress (AFL)

Where can we stay in the beachside resort?
Why?

Assessing Progress (AFL)

Describe the apartment mentioned in the article.

Final Learning Check (Closure)

The Ss will discuss the places we can go during the summer holiday.

Learning Hook (Starter)

Introduction

Pictures +

Questioning

Did you go to a resort before?
Where did you go?
Where did you stay there?

Activity

Key Learning point..

p. 31 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/\$ Led? S

Activity

Key Learning point..

p. 31 Ex: 2

How (Strategies)

Drills
Brain Storming

T/\$ Led?S

Activity

Key Learning point..

p. 31 Ex: 3

How (Strategies)

Team work
Cooperative Learning

T/\$ Led ?S

Differentiation

E= p. 31 Ex: 3

Differentiation

M= p. 31 Ex: 2

Differentiation

W= p. 31 Ex: 1

(Homework)

WB= p. 16 EX: H

Next

Learning.
Revision

Reflection:The lesson was interesting. I used discussion and the audio lingual method to identify the information about how we can spend vacations. I also used drills to ask and answer questions about how the apartment and the hotel look like. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 4

What can you do there?

L. 7

Writing / p. 32

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

- Speak about daily routine.-Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:**Know:**

- Select new words.
- Identify the picture.

Do:

- Analyze the post card.
- Write new sentences.
- Generate new ideas about a resort in your country.
- Make procure about your vacation.

Period:

Key Vocabulary :

- Family.
- Fantastic.
- Vacation.
- Comfortable.
- Wildlife.

Final Learning Check (Closure)**Strategy:**

co – operative learning

Activity:

Design a brochure for the next vacation.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :** say what....?**Activity :** I'll show two pictures and I'll ask the Ss to identify the two pictures.**Assessing Progress (AFL)**

Look at the picture then suggest the topic. Ex. A

Activity/Key Learning point..

p. 32..... Ex. A

How (strategies)

Prediction

T/\$ Led? S**Assessing Progress (AFL)**

Scan the post card then select the new words. Ex. a

Activity/Key Learning point..

p. 32..... Ex. A

How (strategies)

Scanning

T/\$ Led?S**Assessing Progress (AFL)**

Look at the table then complete the spaces. Ex. B .

Activity/Key Learning point..

p. 32..... Ex. B

How (strategies)

show me strategy

T/\$ Led ?S**Unit Assessment:****Strategy :** making sense**Activity :** Read Ex. C and make new post card.**Differentiation**

M= p. 32..... Ex. A

Differentiation

E= p. 32..... Ex. A

Differentiation

W= p. 32..... Ex. B

Independent Learning (Homework)

W. B. P. 16

Next Learningl. 8
p. 33**Reflection:**

Say what...?, prediction, scanning, show me strategy, making sense and co-operative learning were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 4

What can you do there?

L.

Form , Meaning and Function / p. 33

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

- Speak about daily routine.-Speak about different places around the city.- Describe what people do in these places.- Express ability and inability using Can & Can't.- Ask and answer Yes\No questions.- Make suggestions and future plans.- Speak about vacations and the activities we can do - Express opinions about something.

Learning Objectives:**Know:**

- Define the gerund.
- Identify new verbs.
- Digest new expressions.

Do:

- Ask about the actions.
- Write long sentences about your likes and dislikes.
- Complete the sentences using the gerund.

Period:

Key Vocabulary :

- Feel like.
- Prefer.
- Love.
- Hate.
- Gerund.
- Skateboarding.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :**

The evocative Activity :I'll write a short quotation from a public story on the board and I'll ask the Ss to read the quotation and identify it. I'll ask the Ss to say their opinions of the quotation.

Assessing Progress (AFL)

Look at the board then write correct sentences. Ex. A .

Activity/Key Learning point..

p. 33..... Ex. A

How (strategies)

Direct method

T/\$ Led? S

Assessing Progress (AFL)

Skim the sentences then write the correct verb. Ex. A.

Activity/Key Learning point..

p. 33..... Ex. A

How (strategies)

Integrated strategies "skimming & linking ideas"

T/\$ Led?S

Assessing Progress (AFL)

Complete the sentences using the gerund. Ex. B

Activity/Key Learning point..

p. 33..... Ex. B

How (strategies)

Ideas generation

T/\$ Led ?S

Final Learning Check (Closure)**Strategy :**

Oral summary

Activity:

Summarize the rule of the lesson with your class mates.

Unit Assessment:

Strategy :using prior knowledge

Activity :Read the rules then write five sentences using it.

Differentiation

E= p. 33..... Ex. A

Differentiation

M= p. 33..... Ex. A

Differentiation

W= p. 33..... Ex. B

Independent Learning (Homework)What is your favourite food?

Next Learning

Unit 5
p. 34

Reflection:

The evocative, direct method, integrated strategies, ideas generation, using prior knowledge and oral summary were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

S G 2

Expansion Units 1 - 4

Lesson 1

Language Review / p. 43&35

Date:.....

Class:

Unit Goals:

1- How to express preferences. 2- Identify new jobs and places of work. 3- Describe jobs and professions. 4- Speak about hobbies and interests. 5- Speak about daily routine and every day activities. 6- Describe pictures. 7- Express ability and inability using Can & Can't. 8- Use the present simple to describe actions. 9- Relate English in class to life outside the class. 10- Describe signs.

Learning Objectives:

Know: 1- Identify new jobs. 2- Recognize new hobbies. 3- How to express ability. 4- How to use the Present Simple. 5- How to describe everyday habits.

Do: 1- Listen to conversations and follow them. 2- Speak about jobs and careers. 3- Write sentences using the Present Simple. 4- Speak about daily routine. 5- Express ability and inability.

Period:

Key Vocabulary:

Nurse\Artist
Writer\Web
designer\Carpenter\
Veterinarian\ actor
Stories\ Tell jokes
Motorcycle

Unit Assessment:

Write a paragraph about your desired job and what will you do.

Assessing Progress (AFL)

What does the pictures represent?

Assessing Progress (AFL)

What does the carpenter do? Where does he work?

Assessing Progress (AFL)

Write 6 sentences using can and cannot.

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will speak about what they do and can do and their desired job.

Learning Hook (Starter)**Introduction Pictures + Questioning**

What does your father do? Where does he work? Do you want to be like him? Why?

Activity**Key Learning point..**

p. 34 Ex: A

p. 35 Ex: D

How (Strategies)

Team work\Group Work
Collaborative Learning

T/\$ Led? S

Differentiation

E=p. 35 Ex: F

Activity**Key Learning point..**

p. 34 Ex: B\C

How (Strategies)

Interactive Learning
Cooperative Learning

T/\$ Led? S

Differentiation

M=p. 34 Ex: B

Activity**Key Learning point..**

p. 35 Ex: E

p. 35 Ex: F

How (Strategies)

Direct Method
Drills

T/\$ Led ?S

Differentiation

W=p. 34 Ex: A

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work

Independent Learning (Homework)**Next Learning. READING**

Reflection: The lesson was interesting. I used collaborative learning and interactive learning to let the Ss speak about what they want to do and what job

SG 2

Expansion Units 1 - 4

Lesson 2

Reading / p. 36&37

Date:.....

Class:

Unit Goals:

1- How to express preferences. 2- Identify new jobs and places of work. 3- Describe jobs and professions. 4- Speak about hobbies and interests. 5- Speak about daily routine and every day activities. 6- Describe pictures. 7- Express ability and inability using Can & Can't. 8- Use the present simple to describe actions. 9- Relate English in class to life outside the class. 10- Describe signs.

Learning Objectives:

Know: 1- Identify different kinds of inventions. 2- Name new kinds of clothes. 3- Classify the fields where we use English. 4- How to describe signs. 5- Give instructions.

Do: 1- Speak about different uses of English. 2- Describe pictures and clothes. 3- Discuss the importance of learning English. 4- Give instructions and respond to them.

Period:

Key Vocabulary:

Everywhere\sale
Clothing store
Jeans\T-shirt\
Shorts\mute\
Social\websites
Complain\label

Unit Assessment:

Write about different uses of English and why we must learn it.

Assessing Progress (AFL)

What clothes are there in the pictures?

Assessing Progress (AFL)

Why do some Ss complain? What fields use the English?

Assessing Progress (AFL)

Write what the sign in the lesson express.

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will discuss where and when they use English and why we must learn it.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Can you speak English well?
Where and when do you use English?
Is learning English important? Why?

Activity

Key Learning point..

p. 36 Ex: A

How (Strategies)

Audio Lingual method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 36 Ex: A & B

p. 36 Ex: C

How (Strategies)

Team work\Group Work
Cooperative Learning

T/S Led? S

Activity

Key Learning point..

p. 37 Ex: D

p. 37 Ex: E

How (Strategies)

Critical Thinking
Mind Plan

T/S Led ? S

Differentiation

E=p. 37 Ex: D

Differentiation

M=p. 36 Ex: B

Differentiation

W=p. 36 Ex: A

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work

Independent Learning (Homework)

Next Learning. CHANT ALONG

Reflection: I used discussion and cooperative learning to speak about the importance of learning English. I also used Critical thinking to classify the fields

Unit Goals:

1- How to express preferences. 2- Identify new jobs and places of work. 3- Describe jobs and professions. 4- Speak about hobbies and interests. 5- Speak about daily routine and every day activities. 6- Describe pictures. 7- Express ability and inability using Can & Can't. 8- Use the present simple to describe actions. 9- Relate English in class to life outside the class. 10- Describe signs.

Learning Objectives:

Know: 1- Name some shapes and school stuff. 2- Identify new words related to fruits and foods. 3- Recognize new actions and instructions. 4- How to sing a chant.

Do: 1- Read the lesson and point out the main ideas. 2- Sing a chant. 3- Speak about fruits and foods. 4- Give instructions and follow them. 5- Describe actions.

Period:

Key Vocabulary:

Verses\ crayon
Square\ rectangle
Turn around\ pear
Pad\ screen\
Technology\
Transportation

Unit Assessment:

Make a table containing the vocabulary mentioned in the lesson and classify them.

Assessing Progress (AFL)

What foods are mentioned in the lesson?

Assessing Progress (AFL)

What shapes are mentioned in the lesson?

Assessing Progress (AFL)

What actions are mentioned in the lesson?

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you like chants?
What chant can you tell us? What means of transportation do you use?

Activity**Key Learning point..**

p. 38 Ex: A

How (Strategies)

Audio Lingual method
Collaborative Learning

T/S Led? S

Activity**Key Learning point..**

p. 38 Ex: A & B

How (Strategies)

Team work\ Group Work
Brain Storming

T/S Led? S

Activity**Key Learning point..**

p. 39 Ex: C & D

How (Strategies)

Critical Thinking
Role Play

T/S Led ? S

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will sing the chant together and point out the main items within it.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

SB= P. 31 Ex: D

Next Learning. REVISION

Reflection: The lesson was interesting. I used collaborative learning and interactive learning to let the Ss speak about what they want to do and what job they want to have. Time was enough. Objectives were fully achieved.

Unit Goals:

1- How to express preferences. 2- Identify new jobs and places of work. 3- Describe jobs and professions. 4- Speak about hobbies and interests. 5- Speak about daily routine and every day activities. 6- Describe pictures. 7- Express ability and inability using Can & Can't. 8- Use the present simple to describe actions. 9- Relate English in class to life outside the class. 10- Describe signs.

Learning Objectives:

Know: 1- Identify new jobs. 2- Recognize new hobbies. 3- How to express ability. 4- How to use the Present Simple. 5- How to describe everyday habits.

Do: 1- Listen to conversations and follow them. 2- Speak about jobs and careers. 3- Write sentences using the Present Simple. 4- Speak about daily routine. 5- Express ability and inability.

Period:

Key Vocabulary:

Nurse\Artist
Writer\Web
designer\Carpenter\
Veterinarian\ actor
Stories\ Tell jokes
Motorcycle

Unit Assessment:

Write a paragraph about your desired job and what will you do.

Assessing Progress (AFL)

What does the pictures represent?

Assessing Progress (AFL)

What does the carpenter do? Where does he work?

Assessing Progress (AFL)

Write 6 sentences using can and cannot.

Learning Hook (Starter)**Introduction****Pictures + Questioning**

What does your father do? Where does he work?
Do you want to be like him? Why?

Activity**Key Learning point..**

p. 34 Ex: A

p. 35 Ex: D

How (Strategies)

Team work\Group Work
Collaborative Learning

T/S Led? S

Activity**Key Learning point..**

p. 34 Ex: B\C

How (Strategies)

Interactive Learning
Cooperative Learning

T/S Led? S

Activity**Key Learning point..**

p. 35 Ex: E

p. 35 Ex: F

How (Strategies)

Direct Method
Drills

T/S Led ? S

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will speak about what they do and can do and their desired job.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

SB= P. 27 Ex: E

Next Learning. READING

Reflection: The lesson was interesting. I used collaborative learning and interactive learning to let the Ss speak about what they want to do and what job they want to have. Time was enough. Objectives were fully achieved.

S G 2

Expansion Units 1 - 4

Lesson 2

Reading / p. 36&37

Date:.....

Class:

Unit Goals:

1- How to express preferences. 2- Identify new jobs and places of work. 3- Describe jobs and professions. 4- Speak about hobbies and interests. 5- Speak about daily routine and every day activities. 6- Describe pictures. 7- Express ability and inability using Can & Can't. 8- Use the present simple to describe actions. 9- Relate English in class to life outside the class. 10- Describe signs.

Learning Objectives:

Know: 1- Identify different kinds of inventions. 2- Name new kinds of clothes. 3- Classify the fields where we use English. 4- How to describe signs. 5- Give instructions.

Do: 1- Speak about different uses of English. 2- Describe pictures and clothes. 3- Discuss the importance of learning English. 4- Give instructions and respond to them.

Period:

Key Vocabulary:

Everywhere\sale
Clothing store
Jeans\T-shirt\
Shorts\mute\
Social\websites
Complain\label

Unit Assessment:

Write about different uses of English and why we must learn it.

Assessing Progress (AFL)

What clothes are there in the pictures?

Assessing Progress (AFL)

Why do some Ss complain? What fields use the English?

Assessing Progress (AFL)

Write what the sign in the lesson express.

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will discuss where and when they use English and why we must learn it.

Learning Hook (Starter)**Introduction Pictures + Questioning**

Can you speak English well?
Where and when do you use English?
Is learning English important? Why?

Activity**Key Learning point..**

p. 36 Ex: A

How (Strategies)

Audio Lingual method
Discussion

T/S Led? S

Activity**Key Learning point..**

p. 36 Ex: A & B

p. 37 Ex: C

How (Strategies)

Team work\Group Work
Cooperative Learning

T/S Led? S

Activity**Key Learning point..**

p. 37 Ex: D

p. 37 Ex: E

How (Strategies)

Critical Thinking
Mind Plan

T/S Led ? S

Differentiation

E=p. 37 Ex: D

Differentiation

M=p. 37 Ex: B

Differentiation

W=p. 36 Ex: A

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

SB= P. 29 Ex: E

Next Learning. CHANT ALONG

Reflection: I used discussion and cooperative learning to speak about the importance of learning English. I also used Critical thinking to classify the fields we use English in and how. Time was enough. Objectives were fully achieved.

Unit Goals:

1- How to express preferences. 2- Identify new jobs and places of work. 3- Describe jobs and professions. 4- Speak about hobbies and interests. 5- Speak about daily routine and every day activities. 6- Describe pictures. 7- Express ability and inability using Can & Can't. 8- Use the present simple to describe actions. 9- Relate English in class to life outside the class. 10- Describe signs.

Learning Objectives:

Know: 1- Name some shapes and school stuff. 2- Identify new words related to fruits and foods. 3- Recognize new actions and instructions. 4- How to sing a chant.

Do: 1- Read the lesson and point out the main ideas. 2- Sing a chant. 3- Speak about fruits and foods. 4- Give instructions and follow them. 5- Describe actions.

Period:

Key Vocabulary:

Verses\ crayon
Square\ rectangle
Turn around\ pear
Pad\ screen\
Technology\
Transportation

Unit Assessment:

Make a table containing the vocabulary mentioned in the lesson and classify them.

Assessing Progress (AFL)

What foods are mentioned in the lesson?

Assessing Progress (AFL)

What shapes are mentioned in the lesson?

Assessing Progress (AFL)

What actions are mentioned in the lesson?

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will sing the chant together and point out the main items within it.

Learning Hook (Starter)**Introduction Pictures + Questioning**

Do you like chants? What chant can you tell us? What means of transportation do you use?

Activity**Key Learning point..**

p. 38 Ex: A

How (Strategies)

Audio Lingual method
Collaborative Learning

T/S Led? S

Activity**Key Learning point..**

p. 38 Ex: A & B

How (Strategies)

Team work\ Group Work
Brain Storming

T/S Led? S

Activity**Key Learning point..**

p. 39 Ex: C & D

How (Strategies)

Critical Thinking
Role Play

T/S Led? S

Differentiation

E=p. 38 Ex: C

Differentiation

M=p. 38 Ex: B

Differentiation

W=p. 38 Ex: A

Independent Learning (Homework)

SB= P. 31 Ex: D

Next Learning. REVISION

Reflection: The lesson was interesting. I used collaborative learning and interactive learning to let the Ss speak about what they want to do and what job they want to have. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 5

What are you going to wear there?

Lesson 1

Listen and Discuss / p. 40

Date:...

Class:

Unit Goals:

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:

Know: 1- Identify new clothes. 2- Classify the clothes into men's and women's clothes. 3- How to express preferences.

Do: 1- Speak about what we want to wear. 2- Differentiate between men's and women's clothes. 3- Read the lesson and point out the main ideas.

Period:

Key Vocabulary:

Tie\Shirt\Jacket
Suit\Ghotra\Shorts
Thobe\Boots\Pants
Blouse\Dress\Skirt
Abaya

Unit Assessment:

Write 5 sentences describing your clothes.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

What are the clothes of men in the lesson?

Assessing Progress (AFL)

What are the clothes of women in the lesson?

Final Learning Check (Closure)

The Ss will speak about what they wear and when they wear these clothes.

Learning Hook (Starter)

Introduction

Pictures +

Questioning

What are you wearing now?
What do you like to wear?

Activity

Key Learning point..

p. 40 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 40 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

40

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Differentiation

E= Are there any clothes that both, men and women wear? What?

Differentiation

M= Describe the clothes of men?

Differentiation

W= Are there more clothes for men or women?

Independent Learning (Homework)

WB= p. 19 EX: A

Next Learning.

Listen and Discuss

Reflection: I used the audio lingual method to identify some new clothes. I also used pair work and critical thinking to ask about what people wear and what kind of clothes there are. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 5

What can you do there?

Lesson 2

Quick Check/ Pair work / p. 41

Date:...

Class:

Unit Goals:

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:

Know: 1- Recognize new colours. 2- Name new kinds of clothes. 3- Classify clothes into formal and casual wear. 4- How to make suggestions.

Do: 1- Describe pictures and colours. 2- Speak about formal and casual wear. 3- Listen to the script and follow it. 4- Ask for advice. 5- Making suggestions.

Period:

Key Vocabulary:

Going to\Travel
On vacation\Need
Casual\Formal
Hot weather\Jeans
T- Shirt\Weekend
Go shopping\ Dress

Unit Assessment:

Write 4 sentences about what you are going to wear in different vacations.

Assessing Progress (AFL)

What casual clothes were mention in the lesson?

Assessing Progress (AFL)

What formal clothes were mention in the lesson?

Assessing Progress (AFL)

Ask for advice and respond to it.

Final Learning Check (Closure)

The Ss will say what they like to wear and why. They will also compare between their answers.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

What do you like to wear? Why do you like this kind of clothes?

Activity

Key Learning point..

p. 41 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Activity

Key Learning point..

p. 41 Ex: 2

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Activity

Key Learning point..

p. 41 Ex: 2

How (Strategies)

Pair work
Discussion

T/S Led ?S

Differentiation

E= p. 41 Ex: 2

Differentiation

M= p. 41 Ex: 2

Differentiation

W= p. 41 Ex: 1

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

WB= p. 19 EX: B

Next Learning.

Grammar

Reflection: I used drills and the direct method to answer the questions in the lesson. I also used the Audio lingual method to ask and answer about formal and casual wear. Time was enough. Objectives were fully achieved.

Unit 5

What can you do there?

Lesson 3

Grammar / p. 42

Date:.....

Class:

Unit Goals:

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:

Know: 1- How to express future plans. 2- How to make suggestions. 3- Match clothes with places.

Do: 1- Write sentences using going to. 2- Speak about future plans. 3- Pair clothes with places.

Period:

Key Vocabulary:

Going to\Wear
Tomorrow\ New
Next week\Old
Go shopping\Park
Sandals\Beach
Idea\Usually

Unit Assessment:

Write 6 sentences about future plans using Going to.

Assessing Progress (AFL)

What words could refer to the future?

Assessing Progress (AFL)

Write 4 sentences using 'Going to' to refer to future.

Assessing Progress (AFL)

Mention what clothes we should wear at different places.

Final Learning Check (Closure)

The Ss will discuss what they should wear on different occasions.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Is there a difference between what we wear at work, study and the park? What?

Activity

Key Learning point..

p. 42 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 42 Ex: 2

How (Strategies)

Drills
The Direct Method

T/S Led?S

Activity

Key Learning point..

p. 42 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/S Led ?S

Differentiation

E= p. 42 Ex: 2

Differentiation

M= p. 42 Ex: 2

Differentiation

W= p. 42 Ex: 1

Independent Learning (Homework)

WB= p. 20 EX: C

Next Learning.

Grammar & Listening

Reflection: I used Cooperative learning and pair work to ask and answer questions about clothes and places. I also used drills and the direct method to use Going To as a means of expressing future plans. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 5

What can you do there?

Lesson 4

Listening, Pronunciation & Writing / p. 43

Date:.....

Class:

Unit Goals:

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:

Know: 1- Identify new activities and places. 2- How to describe places. 3- How to ask and answer questions about places and clothes.

Do: 1- Speak about people and where they are from. 2- Discuss what people wear in different places. 3- Differentiate between environments and clothes.

Period:

Key Vocabulary:

Mexico\Vacation
Moscow\Tahiti
The Andes\Chart
Meet\Sweater
Classmate
Description\Style

Unit Assessment:

Write what people wear in different environments.

Assessing Progress (AFL)

Where is Bob from?
Where is Tom& Sam from?

Assessing Progress (AFL)

What does the picture of Tahiti refer to?

Assessing Progress (AFL)

Compare between the picture of the Andes and Saudi Arabia.

Final Learning Check (Closure)

The Ss will speak about how the change of weather affects the style of wearing

Learning Hook (Starter)

Introduction

Pictures + Questioning

Did you travel abroad before?
Where did you go? What did you wear there?

Activity

Key Learning point..

p. 43 Ex: 1

How (Strategies)

Discussion

Pair work

T/S Led? S

Activity

Key Learning point..

p. 43 Ex: 2

How (Strategies)

Audio lingual Method

Drills

T/S Led?S

Activity

Key Learning point..

p. 43 Ex: 3

How (Strategies)

Cooperative Learning

Collaborative Learning

T/S Led ?S

Differentiation

E= p. 43 Ex: 1

Differentiation

M= p. 43 Ex: 2

Differentiation

W= p. 43 Ex: 1

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

(Homework)

WB= p. 21 EX: D

Next Learning. Conversation

Reflection: I used drills and the direct method to ask and answer questions about places and clothes. I also used discussion and cooperative learning to describe what people wear and how the weather changes the style of wearing. Time was enough. Objectives were achieved.

Unit 5

What can you do there?

Lesson 5

Conversation & About you? / P. 44

Date:...

Class:

Unit Goals:

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:

Know: 1- How to describe a picture. 2- Identify what to wear in a cold environment. 3- Identify new casual and formal clothes.

Do: 1- Speak about what people wear in cold environments. 2- Compare between cold and how weather conditions. 3- Mention what we should wear in a country like Norway.

Period:

Key Vocabulary:

Norway\Warm
Cold\Heavy\Coat
Scarf\Gloves\Pack
Forget\Sunglasses
Right\Wrong

Unit Assessment:

Write a short paragraph about a vacation you went on to a cold country.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

What clothes are Andy going to take? Why?

Assessing Progress (AFL)

When is Andy going to wear sunglasses?

Final Learning Check (Closure)

The Ss will discuss what they need to wear if they travel to a cold country.

Learning Hook (Starter)

Introduction

Pictures + Questioning

Do you prefer to travel to a cold or a hot country? Why do you like to travel to such an environment?

Activity

Key Learning point..

p. 44Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/S Led ? S

Activity

Key Learning point..

p. 44 Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/S Led ?S

Activity

Key Learning point..

p. 44Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/S Led ?S

Differentiation

E= p. 44 Ex: 3

Differentiation

M= p. 44 Ex: 2

Differentiation

W= p. 44 Ex: 1

Independent Learning (Homework)

WB= p. 21 EX: E

Next Learning.

Reading &

Reflection: I used cooperative learning and pair work to ask and answer questions about future plans. I also used brain storming and critical thinking to discuss the reasons why we wear this kind of clothes or not. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 5

What can you do there?

Lesson 6

Reading / p. 45

Date:.....

Class:

Unit Goals:

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:

Know: 1- Recognize the meaning of Waterfall. 2- How to speak about tourist places. 3- How to make projects discussing shopping advice.

Do: 1- Speak about where to go on vacations. 2- Describe Iguassu Falls and why people go there. 3- Listen to the script and point out the main ideas.

Period:

Key Vocabulary:

Falls\Border
Famous for\Dry
Popular with
Separate\Distance
Roaring\Several
Waterproof
Raincoat\Hood
Rubber\Busy with

Unit Assessment:

Write an article about where to go during summer holiday out of Ksa.

Assessing Progress (AFL)

What does the pictures represent?

Assessing Progress (AFL)

Where are the Iguassu Falls found?

Assessing Progress (AFL)

What do people wear near the falls?

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Did you go to a tourist place abroad before?
What tourist sights did you see there?

Activity

Key Learning point..

p. 45 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 45 Ex: 2

How (Strategies)

Drills
Brain Storming

T/S Led?S

Activity

Key Learning point..

p. 45 Ex: 3

How (Strategies)

Team work
Cooperative Learning

T/S Led ?S

Differentiation

E= p. 45 Ex: 3

Differentiation

M= p. 45 Ex: 2

Differentiation

W= p. 45 Ex: 1

(Homework)

WB= p. 22 EX: H

Next

Learning.
Revision

Reflection: The lesson was interesting. I used discussion and the audio lingual method to identify the information about the falls. I also used drills to ask and answer questions about how people go to the falls and what they wear. Time was enough. Objectives were fully achieved.

Final Learning Check (Closure)

The Ss will discuss the places we can go during the summer holiday.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 5

What are you going to wear there?

L. 7

Writing / p. 46

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:**Know:**

- Identify the names of the clothes.
- Read the conversation.
- Compare between the persons.

Do:

- Give advices using the new words.
- Use the several adjectives to describe the boys.
- Ask about the clothes.

Period:

Key Vocabulary :

- Opinion.
- Origin.
- Size.
- Compare.
- Description.

Final Learning Check (Closure)**Strategy:**

get crazy

Activity:

Read Ex. C then collect the photos and describe those photos. .

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :pre- quiz**

Activity :I'll give each s a copy of a quiz and I'll let the Ss two minutes then I'll collect the papers.

Assessing Progress (AFL)

Read the dialogue then perform it. Ex. A

Activity/Key Learning point..

p. 46..... Ex. A

How (strategies)

Role play

T/S Led? S

Assessing Progress (AFL)

Read the writing corner then write two sentences. Ex. a

Activity/Key Learning point..

p. 46..... Ex. A

How (strategies)

Ideas in the box

T/S Led?S

Assessing Progress (AFL)

Use the adjectives to write notes. Ex. B .

Activity/Key Learning point..

p. 46..... Ex. B

How (strategies)

Ideas diary

T/S Led ?S

Unit Assessment:**Strategy :discussion**

Activity :Read the project then complete the spaces.

Differentiation

M= p. 46..... Ex. A

Differentiation

E= p. 46..... Ex. A

Differentiation

W= p. 46..... Ex. B

Independent Learning (Homework)

W. B. P. 22

Next Learning

l. 8
p. 47

Reflection:

Pre- quiz, role play, ideas in the box, ideas diary, get crazy and discussion were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 5

What are you going to wear there?

L.
8

Form , Meaning and Function / p. 47

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak clothes and what to wear. 2- Ask for advice and respond to it. 3- Make suggestions. 4- Recognize new colours. 5- Classify the degrees of colours. 6- Express about future plans. 7- Mention destinations for vacations. 8- Choose the right clothes for each environment. 9- Identify new cultures and countries. 10- Describe the features of a tourist place.

Learning Objectives:**Know:**

- Distinguish the future from the progressive tense.
- Identify the rule of the future tense.
- Select the timing expressions.

Do:

- Write meaningful sentences about the future.
- Make questions using "what".
- Design one's own time table.

Period:

Key Vocabulary :

- Bakery.
- Dry cleaner.
- Attend.
- Graduation.
- Meeting.
- Brother.

**Learning Hook
(Starter)****Introduction****Pictures + Questioning****Strategy :**

Discussion

Activity :I'll write "civilization" on the board and I'll ask the Ss to define this term and I'll discuss the answers with them.

Assessing Progress (AFL)

Read the examples then select the rules. Ex. A .

Activity/Key Learning point..

p. 47 Ex. A

How (strategies)

Deductive strategy

T/S Led? S**Assessing Progress (AFL)**

Look at the table then complete the spaces using time expressions. Ex. A.

Activity/Key Learning point..

p. 47 Ex. A

How (strategies)

Mind mapping

T/S Led?S**Assessing Progress (AFL)**

Read the sentences then write similar sentences. Ex. A

Activity/Key Learning point..

p. 47 Ex. A

How (strategies)

Ideas variety

T/S Led ?S**Final Learning Check
(Closure)**

Strategy :peer teaching strategy

Activity:

Speak about the future with your partner help then answer Ex. B.

Unit Assessment:**Strategy** :drills

Activity :Draw your own table about the future.

Differentiation

E= p. 47 Ex. A

Differentiation

M= p. 47 Ex. A

Differentiation

W= p. 47 Ex.a

Next Learning

Unit 6
p. 48

Reflection:

Discussion, deductive strategy, mind mapping, ideas variety, peer teaching strategy and drills were used. The objectives were achieved. The lesson was so interest.

**Independent Learning
(Homework)**

Draw a diagram of your plans.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 6

Let's celebrate!

Lesson 1

Listen and Discuss / p. 48

Date:...

Class:

Period:

Unit Goals:

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:

Know: 1- Identify new celebrations. 2- Name new festivals in other countries. 3- How to read the ordinal numbers.

Do: 1- Speak about celebrations in other countries. 2- Read the ordinal numbers. 3- Describe how people celebrate their festivals.

Key Vocabulary:

National Day\United Celebrate\ Bright Federation\Decorate Covered in\ Parade Independence Performance Official\Fireworks Liberation

Final Learning Check (Closure)

The Ss will speak about the differences between national days in other countries.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit Assessment:

Write a short paragraph about your national day.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

When is Saudi Arabia national day?

Assessing Progress (AFL)

How do Turkey celebrate its national day?

Learning Hook (Starter)

Introduction
Pictures +
Questioning

When is our national day?
How do we celebrate it?

Activity

Key Learning point..

p. 48 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 48 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

p. 48 Ex: 2

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Differentiation

E= Why do we celebrate the national day?

Differentiation

M= how do Kuwait celebrate its national day?

Differentiation

W= what country do you prefer to attend its national day? Why?

(Homework)

WB= p. 23 EX: A

Next Learning.

Listen and Discuss

Reflection: I used the audio lingual method to identify the new celebrations and the ordinal numbers. I also used drills and the direct method to ask and answer questions about when and how people celebrate their national days. Time was enough. Objectives were fully achieved.

Unit 6

Let's celebrate!

Lesson 2

Quick check& Pair work / p. 49

Date:...

Class:

Unit Goals:

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:

Know: 1- How to make suggestions. 2- How to respond to suggestions. 3- How to ask and answer questions about national days in other countries.

Do: 1- Describe pictures. 2- Ask and answer questions about when and how people in other countries celebrate national days. 3- Make suggestions and respond to them.

Period:

Key Vocabulary:

Let's\Cards
Wonderful \Idea
Greetings\ Invite
Bright lights\Most
Sky\Cover in
Independence Day
Open-air activities

Unit Assessment:

Write 4 sentences about when and how Kuwaitis celebrate their national day.

Assessing Progress (AFL)

Where are the people in the picture?

Assessing Progress (AFL)

What did Amal suggest doing? Did Sabah agree? How?

Assessing Progress (AFL)

Make 2 suggestions and respond to them.

Final Learning Check (Closer)

The Ss will say what they like to do during the national day and compare the answers.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you like to spend the national day alone or with friends? What do you do then?

Activity

Key Learning point..

p. 49 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Activity

Key Learning point..

p. 49 Ex: 2

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Activity

Key Learning point..

p. 49 Ex: 2

How (Strategies)

Pair work
Discussion

T/S Led ?S

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Differentiation

E= p. 49 Ex: 2

Differentiation

M= p.49 Ex: 2

Differentiation

W= p. 49 Ex: 1

Independent Learning (Homework)

WB= p. 23 EX: B

Next Learning.

Grammar

Reflection: I used drills and the direct method to answer the questions in the lesson. I also used the Audio lingual method to ask and answer how to celebrate the national day and what to do then. Time was enough. Objectives were achieved.

Unit 6

Let's celebrate!

Lesson 4

Listening, Pronunciation & Writing / p. 51

Date:.....

Class:

Unit Goals:

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:

Know: 1- Recognize new activities related to celebrations. 2- Identify new celebrations and festivals. 3- How to pronounce some new vocabularies.

Do: 1- Speak about people and their celebrations. 2- Discuss how people spend holidays and festivals. 3- Pronounce new words and expressions.

Period:

Key Vocabulary:

Eid Al Fitr\During
On holiday\Spend
Graduation day
Eid Al Adha\Party
Well\Know
Strong\Stress

Unit Assessment:

Write how you spend Eid Al-Fitr and Eid Al-Adha.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

What celebrations are there in the lesson?

Assessing Progress (AFL)

Compare between Eid Al-Fitr and Eid Al-Adha.

Final Learning Check (Closure)

The Ss will speak about how they spend their vacations\holidays and how they spend our "Eids".

Learning Hook (Starter)

Introduction
Pictures +
Questioning

What are the most important celebration for us? How do we celebrate them?

Activity

Key Learning point..

p. 51 Ex: 1

How (Strategies)

Discussion
Pair work

T/S Led? S

Activity

Key Learning point..

p. 51 Ex: 2

How (Strategies)

Audio lingual Method
Drills

T/S Led? S

Activity

Key Learning point..

p. 51 Ex: 3

How (Strategies)

Cooperative Learning
Collaborative Learning

T/S Led ? S

Differentiation

E= p. 51 Ex: 1

Differentiation

M= p. 51 Ex: 2

Differentiation

W= p. 51 Ex: 1

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

(Homework)

WB= p. 24 EX: D

Next Learning. Conversation

Reflection: I used drills and the direct method to ask and answer questions about celebrations and important days or people. I also used discussion and cooperative learning to describe what people do during their holidays. Time was enough. Objectives were achieved.

Unit 6

Let's celebrate!

Lesson 5

Conversation & About you? / P. 52

Date:...

Class:

Period:

Unit Goals:

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:

Know: 1- How to invite people. 2- How to accept or refuse invitations. 3- How to ask and answer Yes\No questions.

Do: 1- Invite people to different celebrations and activities. 2- Ask and answer Yes\No questions. 3- Discuss what people do for graduation.

Key Vocabulary:

Pepperoni\Pizza
Mushroom\Too bad
Vegetarian\ Sound like \ Invitation
Graduation party
Come along
Game console

Unit Assessment:

Write a short paragraph about a how you are going to do on graduation day.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

What clothes are Andy going to take? Why?

Assessing Progress (AFL)

When is Andy going to wear sunglasses?

Final Learning Check (Closure)

The Ss will discuss how to spend the graduation day and how they will invite their friends to that day.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Did you plan for you graduation day?
What will you do on the graduation day?

Activity

Key Learning point..

p. 52Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/\$ Led ? S

Activity

Key Learning point..

p. 52Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/\$ Led ?S

Activity

Key Learning point..

p. 52Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/\$ Led ?S

Differentiation

E= p. 52 Ex: 3

Differentiation

M= p. 52 Ex: 2

Differentiation

W= p. 52 Ex: 1

Independent Learning (Homework)

WB= p. 25 EX: E

Next Learning.

Reading &

Reflection: I used cooperative learning and pair work to ask and answer Yes\No questions. I also used critical thinking ad brain storming to suggest ideas for spending the graduation day. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 6

Let's celebrate!

Lesson 6

Reading / p. 53

Date:.....

Class:

Unit Goals:

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:

Know: 1- Recognize how to spend Eid Al Adha and Al Fitr. 2- How important are these celebrations. 3- Identify some features of these eids.

Do: 1- Speak about our Islamic eids. 2- Discuss why we celebrate them and how. 3- Compare between celebrations.

Period:

Key Vocabulary:

Traditional\Sacrifice
Islamic calendar
Prayer\Decorate
Festive\Member
Offer\Customer
Generosity\Kindness

Unit Assessment:

Write an article about how we celebrate our celebrations in Ksa.

Assessing Progress (AFL)

What does the pictures represent?

Assessing Progress (AFL)

What celebrations are mentioned in the lesson?

Assessing Progress (AFL)

Why do people give money to the children on the day of the Eid?

Final Learning Check (Closure)

The Ss will discuss the differences between Eid Al-Fitr and Eid Al-Adha.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Which do you prefer, Eid Al-Adha or Eid Al-Fitr? How do you start the day of the eid?

Activity

Key Learning point..

p. 53 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 53 Ex: 2

How (Strategies)

Drills
Brain Storming

T/S Led?S

Activity

Key Learning point..

p. 53 Ex: 3

How (Strategies)

Team work
Cooperative Learning

T/S Led ? S

Differentiation

E= p. 53 Ex: 3

Differentiation

M= p. 53 Ex: 2

Differentiation

W= p. 53 Ex: 1

Independent Learning (Homework)

WB= p. 26 EX: H

Next Learning. Revision

Reflection:The lesson was interesting. I used discussion and the audio lingual method to identify some information about our eids. I also used cooperative learning to compare and contrast between our two major eids. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 6

Let`s celebrate

L. 7

Writing / p. 54

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:**Know:**

- Identify new words.
- Define the shape of the invitation.
- Make a new invitation.

Do:

- Ask questions using "who, how and what".
- Write new sentences using the words of the lesson.
- Search for more information about the celebrations.

Period:

Key Vocabulary :

- Celebrate.
- Graduation.
- Hidden.
- Traditional.
- Practice.

Final Learning Check (Closure)**Strategy:**

Creative writing

Activity:

Read Ex. D and write about a holiday celebration in your country. .

Learning Hook (Starter)**Introduction****Pictures + Questioning**

Strategy : a likely story

Activity : I'll let the Ss two minutes think and tell us any short story. I'll allow the Ss to comment and say their

Assessing Progress (AFL)

Look at the box then select the words. Ex. A

Activity/Key Learning point..

p. 54..... Ex. A

How (strategies)

Problem solving

T/\$ Led? S

Assessing Progress (AFL)

Work in pairs then make questions and answers. Ex. B

Activity/Key Learning point..

p. 54..... Ex. B

How (strategies)

Pair work

T/\$ Led?S

Assessing Progress (AFL)

Read the Ex then make your invitation. Ex. C .

Activity/Key Learning point..

p. 54..... Ex. C

How (strategies)

Get crazy "individual work"

T/\$ Led ?S

Unit Assessment:**Strategy :**

Critical thinking

Activity : Read the project then perform it with your partner.

Differentiation

M= p. 54..... Ex. A

Differentiation

E= p. 54..... Ex. B

Differentiation

W= p. 54..... Ex. C

Independent Learning (Homework)

W. B. P. 26

Next Learning

l. 8
p. 55

Reflection:

A likely story, problem solving, pair work, get crazy, creative writing and critical thinking were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 6

Let's celebrate

L. 8

Form , Meaning and Function / p. 55

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak about festivals and celebrations. 2- Read the ordinal numbers. 3- Compare between some Arab and foreign countries concerning festivals. 4- Identify the Object Pronouns. 5- Express preference. 6- Make suggestions. 7- Speak about how to spend free time, celebrations and holidays. 8- Ask and answer Yes\No questions. 9- Discuss features of Eid Al Fitr.

Learning Objectives:**Know:**

- Differentiate between must and should.
- Identify the rules of the lesson.
- Digest new words.

Do:

- Give an advice.
- Write long sentences.
- Change the imperatives with must.

Period:

Key Vocabulary :

- Invite.
- Celebrate.
- Kind.
- Class.
- Help.
- Dinner.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :****Questionnaire Activity**

I'll give each s a copy of a questionnaire about their favourite hobbies and I'll let the Ss two minutes answer it.

Assessing Progress (AFL)

Read the rule then illustrate it. Ex. A.

Activity/Key Learning point..

p. 55..... Ex. A

How (strategies)

Show me strategy

T/S Led? S

Assessing Progress (AFL)

read the verbs then write them in the suitable form. Ex. A.

Activity/Key Learning point..

p. 55..... Ex. A

How (strategies)

Paraphrasing

T/S Led?S

Assessing Progress (AFL)

Complete the sentences using should and shouldn't. Ex. B

Activity/Key Learning point..

p. 55..... Ex. B

How (strategies)

Emerging ideas

T/S Led ?S

Final Learning Check (Closure)**Strategy :**

group activity

Activity :

Scan Ex. C then answer it.

Unit Assessment:**Strategy :**

Making list

Activity :

Make a list of the usage of must.

Differentiation

E= p. 55..... Ex. A

Differentiation

M= p. 55..... Ex. A

Differentiation

W= p. 55..... Ex. B

Next Learning

Unit 7

p. 56

Reflection:

Questionnaire, show me strategy, paraphrasing, emerging ideas, group activity and making list were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

Write five sentences using should and must

Unit 7

Then & Now

Lesson 1

Listen and Discuss / p. 56

Date:...

Class:

Unit Goals:

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:

Know: 1- Recognize some historic facts. 2- How to compare between the past and the present. 3- How to describe pictures.

Do: 1- Speak about the past and historic events. 2- Compare between the past of our cities and the present. 3- Describe the pictures. 4- Discuss the idea of change.

Period:

Key Vocabulary:

Oasis\ Area\ Square
Population\Mud
Brick\ Ruins\Restore
Condition\Almost
Complexes\kingdom
Skyscrapers\tower
Attractions\storey
Decorated\pedestrians

Unit Assessment:

Write a short paragraph about your town\city and how it developed.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

What was the population of the old Riyadh? What about now?

Assessing Progress (AFL)

How did Jeddah develop over years?

Final Learning Check (Closure)

The Ss will speak about the changes that happened to our famous cities like Jeddah and Riyadh

Learning Hook (Starter)

Introduction

Pictures +

Questioning

Do you live in a city or a town? Is it famous historically? How?

Activity

Key Learning point..

p. 56 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 56 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

p. 56 Ex: 2

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

(Homework)

WB= p. 27 EX: A

Next Learning.

Listen and Discuss

Reflection: I used the Collaborative learning and team work to listen to the script and follow it. I also used pair work and discussion to compare between the changes since the past till now. Time was enough. Objectives were fully achieved.

Unit 7

Then & Now

Lesson 2

Quick check& Pair work / p. 57

Date:...

Class:

Unit Goals:

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:

Know: 1- Identify new information about famous people. 2- How to notice changes. 3- How to use the past form.

Do: 1- Describe pictures. 2- Ask and answer questions about famous people. 3- Compare between the past and the present

Period:

Key Vocabulary:

Striker\ All time
Leader\ National
Manager\ play for
Tournament\against
National records
Scored\hold
Olympics

Unit Assessment:

Write 5 sentences about your sports club and its famous players

Assessing Progress (AFL)

Who is the player in the picture?

Assessing Progress (AFL)

Why is that player famous?

Assessing Progress (AFL)

What national records did he hold?

Final Learning Check (Closure)

The Ss will say why they think Majed was a great footballer.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you like football? What is your favourite team? Why do you like it?

Activity

Key Learning point..

p. 57 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Activity

Key Learning point..

p. 57 Ex: 2

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Activity

Key Learning point..

p. 57 Ex: 2

How (Strategies)

Role play
Discussion

T/S Led ?S

Differentiation

E= p. 57 Ex: 2

Differentiation

M= p. 57 Ex: 2

Differentiation

W= p. 57 Ex: 1

Independent Learning (Homework)

WB= p. 27 EX: B

Next Learning. Grammar

Reflection: I used drills and the direct method to answer the questions in the lesson. I also used the role play to act what the player do. I used audio lingual method to follow the script. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 7

Then & Now

Lesson 3

Grammar / p. 58

Date:.....

Class:.....

Unit Goals:

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:

Know: 1- Identify the past forms of BE. 2- How to ask and answer questions about past actions. 3- How to ask and answer about places and reasons in the past.

Do: 1- Write sentences using the past simple. 2- Ask and answer questions about the past. 3- Use Yes No questions to get new information.

Period:

Key Vocabulary:

Was\ were
Famous\ was born
States \ waiter
Graduation\ smart
Weather\ terrible
Comfortable

Unit Assessment:

Write 6 sentences using the past form of the verb: Be.

Assessing Progress (AFL)

What is the past form of am\is\are?

Assessing Progress (AFL)

Write 4 sentences using the past form of verb To Be.

Assessing Progress (AFL)

Ask and answer 2 questions about where and when you were born

Final Learning Check (Closure)

The Ss will speak about their past and how they spend their childhood.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Where were you born? When was you born? Were you short or tall?

Activity Key Learning point..

p. 58 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/S Led? S

Activity Key Learning point..

p. 58 Ex: 2

How (Strategies)

Drills
The Direct Method

T/S Led?S

Activity Key Learning point..

p. 58 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/S Led ?S

Differentiation

E= p. 58 Ex: 2

Differentiation

M= p.58 Ex: 2

Differentiation

W= p. 58 Ex: 1

(Homework)

WB= p. 28 EX: C

Next Learning.

Grammar & Listening

Reflection: I used Cooperative learning and pair work to ask and answer questions about how the Ss spend their childhood. I also used drills and the direct method to make use the past form of the verb: BE. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 7

Then & Now

Lesson 4

Listening, Pronunciation & Writing / p. 59

Date:.....

Class:

Unit Goals:

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:

Know: 1- Recognize new places. 2- Identify new tourist sites. 3- Classify the adjectives into positive and negative ones.

Do: 1- Speak about famous places in different countries. 2- Describe the places using different kinds of adjectives. 3- Listen to the script and follow it.

Period:

Key Vocabulary:

Imagine\Ok\boring
Interesting\bad
Terrible\crowded
Awesome\good
Comfortable
The Great Wall

Unit Assessment:

Write where you went to and what you did during the last vacation.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

Where are these places?
Why do people go to these places?

Assessing Progress (AFL)

What do you know about Majed Ahmed Abdulah?

Final Learning Check (Closure)

The Ss will discuss what they prefer to do and where to go on vacations.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you travel abroad a lot?
Where do you usually go on your vacations?

Activity Key Learning point..

p. 59 Ex: 1

How (Strategies)

Discussion
Pair work

T/S Led? S

Activity Key Learning point..

p. 59 Ex: 2

How (Strategies)

Audio lingual Method
Drills

T/S Led?S

Activity Key Learning point..

p. 59 Ex: 3

How (Strategies)

Cooperative Learning
Collaborative Learning

T/S Led ?S

Differentiation

E= p. 59 Ex: 1

Differentiation

M= p. 59 Ex: 2

Differentiation

W= p. 59 Ex: 1

(Homework)

WB= p. 28 EX: D

Next Learning. Conversation

Reflection: I used drills and the direct method to ask and answer questions about the tourist places in the lesson. I also used discussion and cooperative learning to describe where people go during their holidays. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 7

Then & Now

Lesson 5

Conversation & About you? / P. 60

Date:...

Class:

Period:

Unit Goals:

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:

Know: 1- How to invite ask people about the others. 2- Identify new colloquial expressions. 3- How to make conversations.

Do: 1- Ask and answer questions about people. 2- Make conversations. 3- Describe people in the past.

Key Vocabulary:

Remember\ ninth
Grade\ classmate
From time to time
Winner\ competition
Management
Consultant\ successful
Businessman\ kidding

Unit Assessment:

Write a paragraph about how your brother\ sister changes during the past years.

Assessing Progress (AFL)

Who are the people in the picture?

Assessing Progress (AFL)

Were they in the same class? When?

Assessing Progress (AFL)

Does Leo see his old classmates? Why?

Final Learning Check (Closure)

The Ss will discuss what happens to people when they grow up and why they change.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you have a lot of friends? Did they change over years? How?

Activity

Key Learning point..

p. 60 Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/S Led ? S

Activity

Key Learning point..

p. 60 Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/S Led ? S

Activity

Key Learning point..

p. 60 Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/S Led ? S

Differentiation

E= p. 60 Ex: 3

Differentiation

M= p. 60 Ex: 2

Differentiation

W= p. 60 Ex: 1

Independent Learning (Homework)

WB= p. 29 EX: E

Next Learning.

Reading & Writing

Reflection: The lesson was funny. I used pair work and cooperative learning to ask and answer questions about people. I also used critical thinking to compare the information. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 7

Then & Now

Lesson 6

Reading / p. 61

Date:.....

Class:

Period:

Unit Goals:

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:

Know: 1- Identify the history of a famous man. 2- Recognize how Yao Ming became famous. 3- How to describe a person.

Do: 1- Speak about famous people. 2- Write about a celebrity in a country. 3- Discuss the idea of being famous.

Key Vocabulary:

Giant\nickname
Extra\large size
Thin\strong\age
Encourage\progress
Serious\academy
Rocket\ceremony

Unit Assessment:

Write an article about a famous celebrity in your country.

Assessing Progress (AFL)

Who is the person in the picture? What is his sport?

Assessing Progress (AFL)

How did the person in the picture become famous?

Assessing Progress (AFL)

What you learn from this lesson?

Final Learning Check (Closure)

The Ss will discuss how to become famous and why people want that.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you know any famous persons?
Who are the famous people in your country?

Activity

Key Learning point..

p. 61 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/\$ Led? S

Activity

Key Learning point..

p. 61 Ex: 2

How (Strategies)

Drills
Brain Storming

T/\$ Led?S

Activity

Key Learning point..

p. 61 Ex: 3

How (Strategies)

Miming
Cooperative Learning

T/\$ Led ?S

Differentiation

E= p. 61 Ex: 3

Differentiation

M= p. 61 Ex: 2

Differentiation

W= p. 61 Ex: 1

Independent Learning (Homework)

WB= p. 30 EX: H

Next Learning. Revision

Reflection:The lesson was interesting. I used discussion and the audio lingual method to identify some information about celebrities. I also used cooperative learning and miming to act different sports and guess them. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG2

Unit 7

Then and now

L.7

Writing/ p. 62

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:**Know:**

- Identify new verbs.
- Select the suitable pronoun.
- Scan the text.

Do:

- Speak about the celebrity in the country.
- Search for information about a famous person.

Period:

Key Vocabulary :

- Famous.
- Horseman.
- Member.
- Repeat.
- International.

Final Learning Check (Closure)**Strategy:**

pair work

Activity:

Read the project then perform it with your partner.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :** audio tape

Activity : I'll play a short track and I'll ask the Ss to keep calm and listen to it. I'll ask the Ss to take notes. After listening, I'll ask the Ss to tell me the key words of the track.

Assessing Progress (AFL)

Revise the previous lessons then write sentences. Ex. A

Activity/Key Learning point..

p. 62..... Ex. A

How (strategies)

Using prior knowledge

T/S Led? S

Differentiation

M= p. 62..... Ex. A

Assessing Progress (AFL)

Skim the writing corner then take notes. Ex. A

Activity/Key Learning point..

p. 62..... Ex. A

How (strategies)

Ideas in the box

T/S Led? S

Differentiation

E= p. 62..... Ex. A

Assessing Progress (AFL)

Read the text, take notes then exchange the notes. Ex. B .

Activity/Key Learning point..

p. 62..... Ex. B

How (strategies)

Pass the hat "group activity"

T/S Led ? S

Differentiation

W= p. 62..... Ex. B

Unit Assessment:**Strategy :**

ideas shower

Activity : Read Ex. C and write about the celebrity in your country.

Independent Learning (Homework)

W. B. P. 30

Next Learning

l. 8
p.63

Reflection:

Audio tape, using prior knowledge, ideas in the box, pass the hat, ideas shower and pair work were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 7

Then and now

L. 8

Form , Meaning and Function / p. 63

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak about different countries and cities. 2- Discuss the history of some cities. 3- Compare and contrast between the origins of things and how it developed. 4- Use the past simple of the verb: BE. 5- Describe the things with different objectives. 6- Classify the adjectives into positive and negative ones. 7- Making conversations with other people. 8- Write articles about some famous people and why they are famous.

Learning Objectives:**Know:**

- Distinguish the singular nouns from the plural.
- Identify new forms of grammatical rules.
- Select new words.

Do:

- Write about the pictures.
- Ask several questions using "was & were".
- Complete the spaces using "there".

Period:

Key Vocabulary :

- Apartment.
- Store.
- Restaurant.
- Architect.
- Successful.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :**

error correction

Activity :I'll give each s a copy of a paragraph which contains three errors. I'll let the Ss two minutes identify the errors and correct those errors.

Assessing Progress (AFL)

Look at the board then select the rule. Ex. A.

Activity/Key Learning point..

p. 63..... Ex. A

How (strategies)

Tree diagram

T/S Led? S

Assessing Progress (AFL)

Look at the pictures then take notes. Ex. A.

Activity/Key Learning point..

p. 63..... Ex. A

How (strategies)

Brainstorming "team work"

T/S Led?S

Assessing Progress (AFL)

Read the dialogue then perform it. Ex.B

Activity/Key Learning point..

p. 63..... Ex. B

How (strategies)

Role play

T/S Led ? S

Final Learning Check (Closure)**Strategy :**

oral summary

Activity:

Summarize the rules of the unit with your class mates.

Unit Assessment:**Strategy :**

say what...?

Activity :

Speak about your favourite hobby.

Differentiation

E= p. 63..... Ex. A

Differentiation

M= p. 63..... Ex. A

Differentiation

W= p. 63..... Ex. B

Independent Learning (Homework)

Use the internet and write a summary about any famous writer.

Next Learning

Unit 8
p. 64

Reflection:

Error correction, tree diagram, brainstorming, say what..? and oral summary were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 8

What did you do
last week?

Lesson 1

Listen and Discuss / p. 64

Date:...

Class:

Period:

Unit Goals:

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:

Know: 1- Recognize some new activities and sports. 2- Identify new forms of verbs in the past. 3- How to do
Do: 1- Speak about activities and sports. 2- Describe what people did. 3- Write sentences using the past form. 4- Mention people's preferences.

Key Vocabulary:

Great time\video games
Console\ car race
Zoo\ present\ project
Smart phone
Buy\ bought
Watch\ watched
Watch\watched

Unit Assessment:

Write a short paragraph about what you did last weekend.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

What did Omar do on Thursday?

Assessing Progress (AFL)

What is Ahmed's opinion about his last week?
How?

Final Learning Check (Closure)

The Ss will speak about the differences between people's plans in the past.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Did you spend your weekend alone or with friends? What did you do?

Activity

Key Learning point..

p. 64 Ex: 1

How (Strategies)

Audio Lingual Method
Collaborative Learning

T/S Led? S

Activity

Key Learning point..

p. 64 Ex: 1

How (Strategies)

Pair Work
Discussion

T/S Led?S

Activity

Key Learning point..

p. 64 Ex: 2

How (Strategies)

Team work
Critical Thinking

T/S Led ?S

Differentiation

E= Was it a good week for Omar and Ahmed? How?

Differentiation

M= p.64 Ex:2

Differentiation

W= What did Ahmed buy?

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

(Homework)

WB= p. 31 EX: A

Next Learning.

Listen and Discuss

Reflection: I used cooperative learning and pair work to ask and answer questions about their activities. I also used discussion to use the past form and describe the past activities. Time was enough. Objectives were fully achieved.

Unit 8

What did you do
last week?

Lesson 2

Quick check& Pair work / p. 65

Date:...

Class:

Unit Goals:

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:

Know: 1- How to describe a day. 2- Classify activities into indoor and outdoor ones. 3- How to ask and answer Yes\No questions.

Do: 1- Describe pictures. 2- Ask and answer questions about people's activities. 3- Ask and answer Yes\No questions.

Period:

Key Vocabulary:

Art museum\drive
Drove\beach\volley
Eat\ate\go out
Stay\stayed
Study\studied
Closet\clean out
Assignment

Unit Assessment:

Write 5 sentences
describing what you
did last Monday.

Assessing Progress (AFL)

What did Saeed do on
Wednesday?

Assessing Progress (AFL)

Why did Saeed and his
brother go to the
beach?

Assessing Progress (AFL)

Did Imad have fun last week?
Why?

Final Learning Check (Closure)

The Ss will discuss
what the boys did in
the past and why
their weeks were
different.

Learning Hook (Starter)

Introduction Pictures + Questioning

What activities did
you do last week?
What do you plan
to do next week?

Activity

Key Learning point..

p. 65 Ex: 1

How (Strategies)

The Direct Method
Drills

T/S Led? S

Differentiation

E= p. 65 Ex: 2

Activity

Key Learning point..

p. 65 Ex: 2

How (Strategies)

Audio lingual Method
Collaborative Learning

T/S Led?S

Differentiation

M= p. 65 Ex: 2

Activity

Key Learning point..

p. 65 Ex: 2

How (Strategies)

Role play
Discussion

T/S Led ?S

Differentiation

W= p. 65 Ex: 1

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

WB= p. 31 EX: B

Next Learning. Grammar

Reflection: I used collaborative learning and the audio lingual method to follow the listening script. I also used drills and the direct method to answer the questions in the lesson. Time was enough. Objectives were achieved.

Unit 8

What did you
do last week?

Lesson 3

Grammar / p. 66

Date:.....

Class:

Unit Goals:

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:

Know: 1- Identify the past forms of BE. 2- How to ask and answer questions about past actions. 3- How to ask and answer about places and reasons in the past.

Do: 1- Write sentences using the past simple. 2- Ask and answer questions about the past. 3- Use Yes No questions to get new information.

Period:

Key Vocabulary:

Yesterday\last\ ago
Work\worked
Live\lived
Buy\bought
Drink \ drank
See\saw

Unit Assessment:

Write 6 sentences using the past form of the verb: Be.

Assessing Progress (AFL)

What is the past form of buy, come, give and read?

Assessing Progress (AFL)

Write 4 sentences using the past form of verbs in the lesson.

Assessing Progress (AFL)

Ask and answer 2 questions about the man in the picture.

Final Learning Check (Closure)

The Ss will use the verbs in the lesson to write sentences in the past form.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

What did you do in the morning today? What did you do at night yesterday?

Activity

Key Learning point..

p. 66 Ex: 1

How (Strategies)

Audio lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 66 Ex: 2

How (Strategies)

Drills
The Direct Method

T/S Led?S

Activity

Key Learning point..

p. 66 Ex: 2

How (Strategies)

Cooperative Learning
Pair Work

T/S Led ?S

Differentiation

E= p. 66 Ex: 2

Differentiation

M= p. 66 Ex: 2

Differentiation

W= p. 66 Ex: 1

(Homework)

WB= p. 32 EX: C

Next Learning.

Grammar & Listening

Reflection: I used drills and the direct method to answer the questions in the lesson. I also used cooperative learning and discussion to compare between the past forms of regular and irregular verbs. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 8

What did you
do last week?

Lesson 4

Listening, Pronunciation & Writing / p. 67

Date:.....

Class:

Unit Goals:

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:

Know: 1- Recognize new places. 2- Identify new activities. 3- How to describe pictures and events in the past.

Do: 1- Speak about plans for vacations. 2- Match time prepositions with times. 3- Describe actions and events in the past. 4- Use the past simple for regular and irregular verbs to describe pictures.

Period:

Key Vocabulary:

On vacation\ beach
Watch\watched
Go\went\museum
In the summer
Winter\go out
Talk about

Unit Assessment:

Write where you went to and what you did during the last vacation.

Assessing Progress (AFL)

What do the pictures represent?

Assessing Progress (AFL)

Where are these places?
What did people do in the pictures?

Assessing Progress (AFL)

Write the various cases of how to pronounce d\ed\ied at the past forms.

Final Learning Check (Closure)

The Ss will discuss what they did on their last vacation.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Did you go out a lot? What did you do yesterday?

Activity

Key Learning point..

p. 67 Ex: 1

How (Strategies)

Discussion
Pair work

T/S Led? S

Activity

Key Learning point..

p. 67 Ex: 2

How (Strategies)

Audio lingual Method
Drills

T/S Led?S

Activity

Key Learning point..

p. 67 Ex: 3

How (Strategies)

Cooperative Learning
Collaborative Learning

T/S Led ?S

Differentiation

E= p. 67 Ex: 1

Differentiation

M= p. 67 Ex: 2

Differentiation

W= p. 67 Ex: 1

(Homework)

WB= p. 32 EX: D

Next Learning. Conversation

Reflection: I used drills and the direct method to ask and answer questions about what people did. I also used the collaborative and cooperative learning with discussion to describe the pictures and people's actions in the past. Time was enough. Objectives were achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 8

What did you
do last week?

Lesson 5

Conversation & About you? / P. 68

Date:...

Class:

Unit Goals:

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes/No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:

Know: 1- Identify new kinds of foods and restaurants. 2- Classify the adjectives into positive and negative ones. 3- How to ask about reason.

Do: 1- Ask and answer questions about people. 2- Make a description for people. 3- Ask and answer questions using different question words.

Period:

Key Vocabulary:

Nothing\special
How about
Interesting\demanding
Impress\expensive
Indian restaurant
Spicy\get up\late
On the phone\received

Unit Assessment:

Write a paragraph about how you spent a weekend with a friend.

Assessing Progress (AFL)

Where did the boys go?
When did they go there?

Assessing Progress (AFL)

Why did Sam take his friend to an Indian restaurant?

Assessing Progress (AFL)

How were Sam and Dave's opinions of the restaurant different?

Final Learning Check (Closure)

The Ss will discuss what happened in the lesson and how it could be different.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you have a lot of friends? Did you go out with any before? To where and what did you do?

Activity

Key Learning point..

p. 68Ex: 1

How (Strategies)

Cooperative Learning
Audio lingual Method

T/S Led ? S

Activity

Key Learning point..

p. 68Ex: 2

How (Strategies)

Brain Storming
Critical Thinking

T/S Led ? S

Activity

Key Learning point..

p. 68Ex: 3

How (Strategies)

Team Work
Pair work\ Discussion

T/S Led ? S

Differentiation

E= p. 68 Ex: 3

Differentiation

M= p. 68 Ex: 2

Differentiation

W= p. 68 Ex: 1

Independent Learning (Homework)

WB= p. 33 EX: E

Next Learning.

Reading &

Reflection: The lesson was funny. I used pair work and cooperative learning to ask and answer questions about where they boys went and why I also used brain storming to compare opinions. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Unit 8

What did you
do last week?

Lesson 6

Reading / p. 69

Date:.....

Class:

Unit Goals:

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:

Know: 1- Identify the history of famous dishes. 2- How accidents may come out with good things. 3- How to write an essay about famous dishes.

Do: 1- Speak about famous dishes. 2- Write about a how accidents come with good things. 3- Make projects on regional foods in the country.

Period:

Key Vocabulary:

Ethnic\ dishes
Sushi\curry\snacks
By accident\chip
Cookies\guests
Baking\regular\Melt
Popular\Topping

Unit Assessment:

Write an article about a famous dishes in your country.

Assessing Progress (AFL)

What are the dishes in the pictures?

Assessing Progress (AFL)

Why were chip chocolate chip cookies an accident?

Assessing Progress (AFL)

Where did pizza become popular? Why?

Final Learning Check (Closure)

The Ss will discuss how some famous dishes exist just by accident.

Learning Hook (Starter)

Introduction
Pictures +
Questioning

Do you know any famous dishes in the country? What are the famous dishes in Ksa?

Activity

Key Learning point..

p. 69 Ex: 1

How (Strategies)

Audio Lingual Method
Discussion

T/S Led? S

Activity

Key Learning point..

p. 69 Ex: 2

How (Strategies)

Drills
Brain Storming

T/S Led?S

Activity

Key Learning point..

p. 69 Ex: 3

How (Strategies)

Mind plan
Cooperative Learning

T/S Led ?S

Differentiation

E= p. 69 Ex: 3

Differentiation

M= p. 69 Ex: 2

Differentiation

W= p. 69 Ex: 1

Independent Learning (Homework)

WB= p. 34 EX: H

Next Learning. Revision

Reflection:The lesson was interesting. I used discussion and the audio lingual method to identify get out the main ideas about foods. I also used mind mapping to explain how the accident came out with great things. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG2

Unit 8

What did you do last week?

L.7

Writing/ p. 70

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:**Know:**

- Identify new names of food.
- Select new words.
- Distinguish the sequence words.

Do:

- Generate new recipe.
- Complete the spaces.
- Use the sequence words in new contexts.

Period:

Key Vocabulary :

- First
- Next
- Recipe.
- Ingredients.
- Pancakes.
- finally

Final Learning Check (Closure)**Strategy:**

Drills / creative writing

Activity:

Read Ex. C then write about your favourite food. .

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :** get crazy

Activity : I'll play a short song and I'll let the Ss listen to it. After listening, I'll allow the Ss sing the song and I'll sing it with them.

Assessing Progress (AFL)

Read the title then discuss how to prepare a dish. Ex. A

Activity/Key Learning point..

p. 70..... Ex. A

How (strategies)

Group activity "ideas variety"

T/S Led? S**Assessing Progress (AFL)**

Identify the writing corner then write simple sentences. Ex. A

Activity/Key Learning point..

p. 70..... Ex. A

How (strategies)

Ideas shower

T/S Led?S**Assessing Progress (AFL)**

Scan the box then complete the spaces.Ex. B .

Activity/Key Learning point..

p. 70..... Ex. B

How (strategies)

Bend it

T/S Led ? S**Unit Assessment:****Strategy :**

Think pair **share**

Activity : Read the project with your partner then answer it.

Differentiation

M= p. 70..... Ex. A

Differentiation

E= p. 70..... Ex. A

Differentiation

W= p. 70..... Ex. B

Independent Learning (Homework)

W. B. P. 34

Next Learning

l. 8
p.71

Reflection:

Get crazy, group activity, ideas shower, bend it, drills and think pair share were used. The objectives were achieved. The lesson was so interest.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

SG 2

Unit 8

What did you do last week?

L. 8

Form , Meaning and Function / p. 71

Date:.....

Class:

Unit Goals:**By the end of this lesson Ss will be able to:**

1- Speak about different activities and sports. 2- Describe about actions in the past. 3- Discuss what other people did. 4- Ask and answer Yes\No questions. 5- Use the Past Simple Tense to describe events in the past. 6- Listen to new words and pronounce them properly. 7- Ask about what people did and the reasons for doing that. 8- Describe pictures and events using positive or negative adjectives.

Learning Objectives:**Know:**

- Compare between the simple present and the simple past.
- Identify new words.
- Scan the rules.

Do:

- Write a paragraph using the past simple.
- Make questions using "did".

Period:

Key Vocabulary :

- Exhibit.
- Boring.
- Breakfast.
- Spicy.
- Finish.

Learning Hook (Starter)**Introduction****Pictures + Questioning****Strategy :**

Self – talk

Activity : I'll ask the Ss to speak about their daily routine and I'll listen to them carefully.

Assessing Progress (AFL)

Read the rules then clarify it.
Ex. A.

Activity/Key Learning point..

p. 71..... Ex. A

How (strategies)

Student based learning strategy

T/S Led? S**Assessing Progress (AFL)**

Match the phrases to make sentences. Ex. A.

Activity/Key Learning point..

p. 71..... Ex. A

How (strategies)

Blending ideas

T/S Led? S**Assessing Progress (AFL)**

Select the suitable word then write it. Ex.B

Activity/Key Learning point..

p. 71..... Ex. B

How (strategies)

Vocabulary self - selection

T/S Led? S**Unit Assessment:****Strategy :**

Role play

Activity :

Write a short dialogue then perform it with your partner.

Differentiation

E= p. 71..... Ex. A

Differentiation

M= p. 71..... Ex. A

Differentiation

W= p. 63..... Ex. B

Independent Learning (Homework)

Draw a table of all the tenses of the curriculum.

Next Learning

Unit 8

p. 64

Reflection:

Self - talk, student based learning strategy, blending ideas, vocabulary self-selection role play and guided writing were used. The objectives were achieved. The lesson was so interest.

Final Learning Check (Closure)**Strategy :**

Guided writing

Activity:

Write five sentences about your last holiday using the past simple tense.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ Miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

S G 2

Expansion Units 5 - 8

Lesson 1

Language Review / p. 72&73

Date:.....

Class:

Unit Goals:

1- Speak about events and actions in the past. 2- Ask and answer Yes\No Questions. 3- Describe things using positive and negative adjectives. 4- Speak about plans. 5- Use "Going To" to describe future plans. 6- Discuss free time activities. 7- Express preference. 8- Speak about activities and actions. 9- Sing a chant.

Learning Objectives:

Know: 1- Identify new places. 2- Recognize new actions and activities. 3- How to use the Past simple Tense.

Do: 1- Speak about where people went. 2- Describe past actions and events. 3- Describe thing using the positive and negative adjectives. 4- Speak about past and future plans.

Period:

Key Vocabulary:

Mall\ class\ zoo
Trip\Parrot\
Service\ restaurant
Wonderful\ camera
Awesome\going to

Unit Assessment:

Write a paragraph describing how you spent your last weekend.

Assessing Progress (AFL)

Where did people go according to the pictures?

Assessing Progress (AFL)

How did Imad describe the places he went to?

Assessing Progress (AFL)

Write 5 sentences using "Going To" to describe future plans.

Final Learning Check (Closure)

Strategy: work/
Activity:The Ss will compare between the places they went to last week.

Learning Hook (Starter)**Introduction Pictures + Questioning**

Where did you go last week? What did you do there? What are your plans for next week?

Activity**Key Learning point..**

p. 72 Ex: A & B

How (Strategies)

Team work\Group Work
Drills & Direct Method

T/S Led? S

Activity**Key Learning point..**

p. 73 Ex: C \ D

How (Strategies)

Audio Lingual Method
Cooperative Learning

T/S Led?S

Activity**Key Learning point..**

p. 73 Ex: E

How (Strategies)

Peer work
Role play

T/S Led ?S

Differentiation

E=p. 73 Ex: D

Differentiation

M=p. 73 Ex: C

Differentiation

W=p. 72 Ex: A

Independent Learning (Homework)

SB= P. 57 Ex: E

Next Learning. READING

Reflection:I used Team work and cooperative learning to ask and answer questions about what people did. I also used drills and the direct method to describe places. Time was enough. Objectives were fully achieved.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

S G 2**Expansion Units 5 - 8**

Lesson 2

Reading/ p. 74&75

Date:.....

Class:

Unit Goals:

1- Speak about events and actions in the past. 2- Ask and answer Yes\No Questions. 3- Describe things using positive and negative adjectives. 4- Speak about plans. 5- Use "Going To" to describe future plans. 6- Discuss free time activities. 7- Express preference. 8- Speak about activities and actions. 9- Sing a chant.

Learning Objectives:

Know: 1- Name new tourist sites. 2- Identify some places and actions. 3- Recognize free time activities. 4- How to express preference.

Do: 1- Speak about free time activities. 2- Describe activities and actions. 3- Read about attractive places for spending free time. 4- Use the Past simple to express past actions.

Period:

Key Vocabulary:

Hangout\ tourist
Attraction\stores
Sand beach\rink
Video arcade
Burger\ fries
Facility\ service

Unit Assessment:

Write how you spend your free time and where.

Assessing Progress (AFL)

Where did Walter go on at his free time?

Assessing Progress (AFL)

Why did Walter go to the Italian Restaurant?

Assessing Progress (AFL)

Write 5 sentences using the past simple tense.

Final Learning Check (Closure)

Strategy: work/
Activity: The will speak about their hangout places and compare them.

Learning Hook (Starter)**Introduction Pictures + Questioning**

What are your hobbies? Where do you go at your free time? What do you do there?

Activity**Key Learning point..**

p. 74 Ex: A

How (Strategies)

Audio Lingual Method
Discussion

T/S Led? S

Activity**Key Learning point..**

p. 74 Ex: A & B

How (Strategies)

Team work\Group Work
Cooperative Learning

T/S Led?S

Activity**Key Learning point..**

p. 75 Ex: C & D

How (Strategies)

Brain storming
Critical thinking

T/S Led ?S

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Differentiation

E=p. 74 Ex: C

Differentiation

M=p. 73 Ex: A

Differentiation

W=p. 73 Ex: A

Independent Learning (Homework)

SB= P. 59 Ex: D

Next Learning.**CHANT ALONG**

Reflection: I used the audio lingual method to follow the script. I used discussion and cooperative learning to speak about free time activities. Time was enough. Objectives were fully achieved.

Unit Goals:

1- Speak about events and actions in the past. 2- Ask and answer Yes\No Questions. 3- Describe things using positive and negative adjectives. 4- Speak about plans. 5- Use "Going To" to describe future plans. 6- Discuss free time activities. 7- Express preference. 8- Speak about activities and actions. 9- Sing a chant.

Learning Objectives:

Know: 1- How to sing a chant. 2- Identify free time activities. 3- Recognize what people like to do. 4- How to use "Going To" to express future plans.

Do: 1- Sing a chant. 2- Describe free time activities. 3- Express preference. 4- Speak about future plans.

Period:

Key Vocabulary:

Packed\ ticket\
Forget\worries\
Mind\ lying\deep
Sandals\finally\
Fantasy\breeze

Unit Assessment:

Write what you are going to do and where when you have a vacation.

Assessing Progress (AFL)

What are the things in the 1st person's mind?

Assessing Progress (AFL)

What does the pictures represent? Why is the island a place of fantasy?

Assessing Progress (AFL)

What do these words mean: dream, breeze, worries and free?

Learning Hook (Starter)**Introduction Pictures + Questioning**

What is your dream place? What are you going to do there?
Will you go alone? Why?

Activity**Key Learning point..**

p. 76 Ex: A

How (Strategies)

Audio lingual Method
Team work\Group Work

T/S Led? S

Activity**Key Learning point..**

p. 76 Ex: A & B

How (Strategies)

Drills\ Direct Method
Pair work

T/S Led?S

Activity**Key Learning point..**

p. 77 Ex: C

How (Strategies)

Miming\ role play
Creative thinking

T/S Led ?S

Final Learning Check (Closure)

Strategy: work/
Activity: The Ss will discuss what they wish to go and what they will do.

Strategies

- ☐ Pair work
- ☐ Group work
- ☐ Discussion
- ☐ Role-play
- ☐ Brain storming
- ☐ miming
- ☐ Critical thinking
- ☐ Creative thinking
- ☐ Mind plan
- ☐ Drills
- ☐ Peer work
- ☐ Acting out a story
- ☐ Response card

Independent Learning (Homework)

SB= P. 61 Ex: C

Next Learning. REVISION

Reflection: The lesson was interesting. I used the audio lingua; method and team work to follow and sing the chant. I also used role play and miming to act out the chant. Time was enough. Objectives were fully achieved.