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Fayoum governorate Yousef El-Sadeek Directorate **English for Preparatory Schools Qaser El-Gebali prep school** New Hello! English lesson planning 3 rd year prep-1s t Term 2018 By Mr- Adel Abd Elhady Ibrahim

New

01153443324 01009723719

1

Lesson (1) SB Page (1)

Visitors to Egypt SB pages 1–5 WB pages 1–3

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	Youth hostel windsurfing	-Discussion	What do you know about Hurghada? <u>Presentation:</u>	Teacher's preparation	. –
• To welcome the	-Student's book	snorkeling	-Inductive	<u>1- Match the words and the pictures</u>	book	15 m
students to their	-Student's book	scuba diving	-Study circles	Draw attention to the Objectives box on		
new class.	-Workbook	bazaar	Problem solving	page 1, which refers to the objectives of	Students'	
	-Teacher's guide	Structures:	-Brainstorming	the unit, and explain in Arabic if necessary.	note	
 To introduce the 	C C	<u>structures.</u>	-Co- operative	2- Ask and answer	books	
unit to the students.	-Library	*The youth hostel is	-learning	On the board, write <i>Hurghada</i> . Ask the		
• To talk about	-Board	<i>more / less</i> expensive than a	-Discovery	students what they know about the city – for example, its location, its size, its	Student's' activity	15 m
holiday activities.	-Cassette	hotel	-Role playing	main industry (on the Red Sea; the third	books	
		4 m) 11 4 41	-Individual	largest city in Egypt; tourism).		
• To read an email	-Flash cards	* The police station is in the <i>old / new</i>	-Peer learning	<u>3- Read the email and check your</u> answers to exercise 2		
recommending		part of the city.	-Work groups	4 -Read again and complete the		
holiday places			-Team teaching	email with the words from exercise 1		
and activities.			-Pair work	<u>5- Choose the correct words</u>		
				Assessment: Oral questions:		
				Written Exercises:		5 m
Iome Assignment:SB page 1						
		s objectives or () I haver	n't achieved all the obje	ctives for some reasons. I'll try hard to achieve	them	
Feacher	Senior teache	er	Su	pervisor	Director	

UNIT		Day	Date	Period	Class
1	Visitors to Egypt SB pages 1–5 WB pages 1–3				
Less	on (2) SB Page (2) WB Page (1)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	definitely	-Discussion	What should / shouldn't you do at school? Presentation:	Teacher's preparation	5 m
 To give advice 		outside	-Inductive	<u>1- Underline the modals used for</u>	book	45
using	-Student's book	canal	-Study circles	advice in these sentences :- On the board, write <i>modals</i> . Then write		15 n
should/shouldn't.	-Workbook	Structures:	Problem solving	these sentences and ask the class to	Students'	
	-Teacher's guide	1-You should go	-Brainstorming	identify the modals: We mustn't be late for school. Could you swim when you were	note	
	Library	there when you	-Co- operative	five? (mustn't and could are modals).	books	
		arrive.	-learning	<u>2- Read the situations and give advice</u> using should or shouldn't:-		
	-Board		-Discovery	Students read the first sentence. Elicit	Student's' activity	
	-Cassette	2 You should definitely try some	-Role playing	ideas for advice they could give. Remind them to use <i>should</i> or shouldn't.	books	15
	-Flash cards	windsurfing.	-Individual	<u>3- Use the table to give advice for tourists</u> <u>WB</u>		
		U	-Peer learning	<u>1- Match the words and their meanings</u>		
		3 You shouldn't	-Work groups	2- Complete the table using these words 3-Complete the advice with should or shouldn't		
		walk too much in	-Team teaching	<u>4- Write a paragraph about what you</u>		
		the sun	-Pair work	should do to help your parents at home		
				Assessment: Oral questions:		
				Written Exercises		5 m

Home Assignment:WB page 1

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

1

Visitors to Egypt SB pages 1–5 WB pages 1–3

 Day
 Date
 Period
 Class

 Image: Comparison of the second seco

Lesson (3) SB Page (3)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet		-Discussion	- Is there a good place to eat near your house?	Teacher's preparation	15m
• To listen to a		Village	-Inductive	Presentation:	book	
conversation with	-Student's book	Suggestions recommend	-Study circles	1- Ask and answer		
a tourist.	-Workbook	guidebook	Problem solving	Allow time for the students to study the idea maps. Then elicit suggestions more	Students'	
• To ask for and	-Teacher's guide	Surgesoon	-Brainstorming	specific to the students' own village or city.	note	
give		Ctructure c.	-Co- operative	Write ideas on the board. <u>2-Listen to Tarek and his father talking</u>	books	
recommendations.	-Library	<u>Structures:</u> - (Where) do you	-learning	to two tourists. Do the tourists want to	Oferedeestic	15m
	-Board	suggest (we start)?	-Discovery	<u>see or do the same things that you</u> <u>suggested in exercise 1?</u>	Student's' activity	
	-Cassette	-Do you recommend (a	-Role playing	3- Listen again and answer the	books	
	-Flash cards	tour with a guide /	-Individual	<u>questions</u> <u>4- Take turns to be a visitor to your</u>		
		going to the bazaar)? - What's the best place	-Peer learning	area. Ask for and give		
		to (buy souvenirs)?	-Work groups	<u>recommendations</u> First, elicit from the class suggestions of		
		- Is there a good place	-Team teaching	local places and activities they would		
		to (eat near the	-Pair work	recommend to tourists, and write the ideas on the board.		
		museum)?		Assessment:		5m
				Oral questions:		
ame Assignment CP nego 2		<u> </u>		Written Exercises		

Home Assignment:SB page 3

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

			Day	Date	Period	Class	
SB pag	rs to Egypt pes 1-5 WB SB Page(4)WE	pages 1–3					
Objectives	Teaching Aids	Contact	Strategies	Procedures	5	Evidence	Tim
By the end of the lesson students will be able to:	-Data show	<u>New vocabulary</u> : police station	-Lecture -Discussion	Warm up and revision: What should we do to help	tourists?	Teacher's	5m
 To ask and answer a quiz about helping 	-Internet -Student's book	assistant advice	-Inductive -Study circles	Presentation: <u>1- Work in pairs to do the</u> First, explain that in this quiz (right answord) = the question	there are no	preparation book	15m
tourists.	-Workbook -Teacher's guide	brochure <u>Structures:</u>	Problem solving -Brainstorming	 'right answers' – the questionstimulate discussion. <u>2- Work in pairs</u> 1- Ask the students to read the stude		Students' note	
 To discuss ways to help tourists. 	-Library	- A tourist has lost his bag with his	-Co- operative -learning	questions and note down cou 2- Invite the students to give make a list on the board.	intries in pairs.	books Student's'	
• To design a tourist brochure for Egypt.	-Board -Cassette	camera and passport in it. What do you say?	-Discovery -Role playing	3- Work in groups and design encouraging tourists to come - Ask the students to read the	e to Egypt	activity books	15m
	-Flash cards	a "Don't worry, I'll take you to the police station."	-Individual -Peer learning -Work groups -Team teaching	WB <u>1- Choose the correct answer fr</u> <u>2- Complete the dialogue</u> <u>3- Write a paragraph about w</u> <u>do when you visit a beach</u>			
		b "You should be more careful."	-Pair work	<u>Assessment:</u> Oral questions: Written Exercises			5m
Iome Assignment: <u>WB Page</u> elf-Evaluation: () I've ach Teacher		•	t achieved all the object	ctives for some reasons. I'll try H Supervisor		hem. ector	

	rs to Egypt es 1–5 WB		Day	Date	Period	Class	
<u>Review SB</u>	Page (5) W	<u>B Page (3)</u>					
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m	
students will be able to:	-Internet		-Discussion	What do you remember about Egypt?	visitors to	Teacher's preparation	
 To review and 	Ctudentie book	No	-Inductive	Presentation:		book	15n
practise the vocabulary and	-Student's book	new	-Study circles	<u>1- Match the words and their meanings</u> - Read out the first definition and check the			
structures of the unit	-Workbook	vocabulary	Problem solving	students agree that windsurfin		Students'	
• To practise dictionary skills	-Teacher's guide		-Brainstorming	matching word (given as the example). <u>2- Complete the sentences with should or</u>	note		
			-Co- operative	<u>shouldn't</u>		books	
uretionary skins	-Library	<u>Structures:</u>	-learning	 Write the first sentence on the board and elicit the answer. Students then check in their books. <u>3- Complete the questions or answers</u> Ask two students to read out the first 	Student's' activity books		
	-Board		-Discovery				
	-Cassette		-Role playing			15n	
		No	-Individual	question and answer, as in the		151	
	-Flash cards	new	-Peer learning	<u>WB</u> <u>1- Write the correct part of speech for the</u> <u>underlined words below</u>			
		Structures	-Work groups		<u>h for the</u>		
			-Team teaching	2- Read and correct the mistakes 3- Write an email recommending			
			-Pair work	tourist to visit.			
				Assessment:			
				Oral questions: Written Exercises			F
ome Assignment:. WB Pag	e(3)			WITHEN PACICISES			5m
· ·		objectives or () I haver	n't achieved all the objec	tives for some reasons. I'll try ha	rd to achieve t	hem.	
Teacher	Senior tea	chor		Supervisor		Director	

UNIT		Dav	Date	Period	Class
2	Books and reading	Day	Dutt	T CHOU	
	SB pages 6–10 WB pages 4–6				
	Lesson (1) SB Page (6)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	historical	-Discussion	What kinds of books do you like reading? <u>Presentation:</u>	Teacher's preparation	
To talk about		detective	-Inductive	<u>1- Ask and answer</u>	book	15
eading habits.	-Student's book	solve	-Study circles	1- Read out the first question and invite one or two students to answer briefly.		
C	-Workbook	popular	Problem solving	2- Students then work in pairs to discuss	Students'	
• To read a	-Teacher's guide	schoolwork	-Brainstorming	both questions in more detail. Go round and monitor.	note books	
conversation about		Churchan	-Co- operative	3- Invite different students to share their	DOOKS	
reading, and	-Library	Structures:	-learning	ideas with the class. <u>2- Read the conversation. What do you think a</u>	Ctudential	
answer questions.	-Board	Comparatives and	-Discovery	<pre>book review is? 1 -Read out the question and then allow</pre>	Student's' activity	15
	-Cassette	superlatives: few/fewer/the	-Role playing	time for the students to read the	books	
	-Flash cards	fewest; little/less/the	-Individual	conversation quickly. Tell them not to worry about understanding every word.		
		least	-Peer learning	2- Elicit the answer from the class.		
			-Work groups	 <u>3- Answer the questions</u> Ask the students to read the conversation 		
			-Team teaching	aloud, in pairs.		
			-Pair work	Assessment:		
				Oral questions: Written Exercises:		5

Home Assignment:SB page 6

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

	ks and reages 6–10	ading WB pages 4–6	Day	Date	Period	Class	
	-	/B Page (4)					
Objectives	Teaching Aids	Contact	Strategies	Procedures	5	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			
students will be able to:	-Internet	interest	-Discussion	How often do you go to Presentation:	the library?	Teacher's preparation	5 m
the fewest and little, less and the least correctly.	-Student's book	pages	-Inductive	<u>1- Complete the sentences w</u>	vith these	book	
		amount	-Study circles	words from the article		15 n	
	-Workbook	<u>Structures:</u>	Problem solving	- Allow time for the students Grammar box. Go round and		Students'	
	-Teacher's guide	1 -Few students read	-Brainstorming	queries. 2 -Complete these sentences w	th the correct	note	
	-Library magazines.	magazines.	-Co- operative	<u>form of few or little</u>	th the correct	books	
		2- There is little water in	-learning	- Ask the students to read the then complete the task with	•	Student's'	
	-Board	the lake because it was	-Discovery	referring back to the Gramma			
	-Cassette	very dry this year.	-Role playing	necessary. Alternatively, you exercise with the whole class		books	15 r
	-Flash cards	3- I've got fewer books	-Individual	3- Ask and answer			
		than you. You've got less	-Peer learning	<u>WB</u>			
		meat than I have.	-Work groups	<u>1 -Complete the sentences</u> <u>2- Read and correct the mist</u>	akes in these		
		4- Class 4 has the fewest	-Team teaching	<u>sentences</u>			
		students. That bottle has	-Pair work	<u>3- Answer the questions</u> Assessment:			
		the least water		Oral questions:			
				Written Exercises			5 m

ssignment: wB page 4

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

UNIT		Day	Date	Period	Class]
2	Books and reading SB pages 6–10 WB pages 4–6					
Lesson (3) SB Page (8)					

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:			-Discussion	Do you like reading stories?	Teacher's	. –
 To read and 	-Internet	Trombling	In du ativa	Presentation:	preparation book	15m
understand an	-Student's book	Trembling	-Inductive	<u>1- Read the end of the story below. What</u>	book	
adventure story.	Student S BOOK	weak	-Study circles	kind of story do you think it is? 1- Elicit different kinds of story and write		
	-Workbook	desert	Problem solving	them on the board (e.g. action, mystery,		
• To practise expressing feelings.	-Teacher's guide	feelings	-Brainstorming	comedy). 2- Students look at the picture. Elicit where	Students' note books	
		Characterine	-Co- operative	the story takes place (in the desert).	DOOKS	
• To carry out an	-Library	Structures: Expressing feelings	-learning	2- Read the story again and answer the		15m
internet search about	-Board	-I feel / felt (frightened /	-Discovery	<u>questions</u> 1- Students read the story again. Tell them	Student's'	
an author.		quite happy).	-	not to worry about any words they don't	activity books	
	-Cassette	-Did the story make you	-Role playing	know at this point.	DOOKS	
		feel (frightened / happy)?	-Individual	2- Allow time for the students to answer the		
	-Flash cards	-How did you feel when	-Peer learning	questions and check in pairs. Do not confirm the answers at this point.		
		(Hassan finally saw the	-Work groups	<u>3- Listen to Salma and Nadia talking about</u>		
		trees)?	C .	the story and check your answers to		
		-It made me feel	-Team teaching	exercises 1 and 2		
		(excited).	-Pair work	<u>4- Work in pairs</u>		
		-How do you feel about		Assessment:		5m
		(the story) now?		Oral questions:		
		l don't feel (sad).		Written Exercises		

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Supervisor

UNIT			Day	Date	Period	Class	
2 Bool	cs and re	ading					
SB po	ages 6–10	WB pages 4–6					
Lesson (4)	SB Page (9) WE	<u> Page (5)</u>					
Objectives	Teaching Aids	Contact	Strategies	Procedure	S	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet	Adventure stories	-Discussion	What's your favourite novel? Presentation:		Teacher's preparation	
• To talk about	-internet	Mysteries	-Inductive	1 -Ask and answer		book	15m
novels.	-Student's book	summary	-Study circles	1- First, ask the students to r	ead the list of		
	-Workbook	little	-	genres, and elicit or suggest	an example for		
• To read a summary.	-workbook	Structures:	Problem solving	each. 2- Put the students in pairs.	Tell them to take	Students'	
· · · · · · · · · · · · · · · · · · ·	-Teacher's guide	What kind of novels	-Brainstorming	turns to ask each other about		note	
• To write a	1.16	do you like to read?	-Co- operative	and to tick the appropriate b	oxes for their	books	
summary.	-Library	Why?	-learning	partner (and add notes for C)ther, if		
	-Board	-Adventure stories	-Discovery	appropriate). 2- Project		Student's' activity	
	•		-Role playing	- Tell the students they are g	oing to write a	books	
	-Cassette	-Detective stories		summary of a book. Allow ti			15m
	-Flash cards	-Mysteries	-Individual	read all the instructions care	fully.		
		-Historical stories	-Peer learning	<u>WB</u> <u>1- Match the words and the</u>	ir meanings		
		-Other:	-Work groups	2- Rewrite the following usi			
			-Team teaching	in brackets to give the same	meaning		
			-Pair work	<u>3- Complete the dialogue</u>			
				Assessment:			
				Oral questions: Written Exercises			
							5m
ome Assignment: <u>WB Page</u>	e (5)						
elf-Evaluation: () I've ach	ieved all the lessons	objectives or () I haven't	t achieved all the obje	ctives for some reasons. I'll try	hard to achieve t	hem.	
Feacher	Senior te	eacher		Supervisor	Dire	ector	

UNIT			Day	Date	Period	Class	
2 Boo	ks and re	ading					
SB pe	ages 6–10	WB pages 4-6					
<u>Review</u> SB	Page (10) W	/B Page (6)					
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet		-Discussion	What do you remember about reading?	t books and	Teacher's preparation	
• To review and		No	-Inductive	Presentation:		book	15m
practise the	-Student's book	new	-Study circles	<u>1- Match the words and their</u> - Read out the first word and c			
vocabulary and	-Workbook	vocabulary	Problem solving	students agree that c is the ma		Students'	
structures of the unit.	-Teacher's guide		-Brainstorming	definition.		note	
• To practise using			-Co- operative	<u>2- Choose the correct word</u> - Read out the first sentence, o		books	
few/fewer/the	-Library		-learning	the example.			
fewest; little/less/	-Board	Structures:	-Discovery	<u>3- Complete the dialogue</u> - Ask a student to read out the	first sontonco	Student's' activity	
the least.	-Cassette		-Role playing	in the dialogue, completed as		books	45
• To practise		No	-Individual	WB 1- Complete the sentences using	the correct		15m
expressing feelings.	-Flash cards	new	-Peer learning	form of the words in brackets			
		Structures	-Work groups	2- Choose the correct words to c book review	omplete the		
• To develop word			-Team teaching	<u>3- Write a book review</u>			
building skills.			-	Assessment:			
			-Pair work	Oral questions:			
				Written Exercises			
							5m
Home Assignment:. <u>WB Pag</u> Self-Evaluation: () I've ach		objectives or () I haven't	achieved all the objecti	ves for some reasons. I'll try h	ard to achieve t	hem.	
Teacher	Senior tea	cher		Supervisor		Director	

3

Festivals and special days

SB pages 11–15 WB pages 7–9

Lesson(1)SB Page(11)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	Celebrate	-Discussion	What's your favourite season? Presentation:	Teacher's preparation	
• To read about	-Student's book	Festival free	-Inductive	1- Ask and answer	book	15 m
spring festivals.		special	-Study circles	- Draw attention to the Objectives box on page 11, which refers to the objectives of		
• To answer	-Workbook	represent	Problem solving	the unit, and explain in Arabic if necessary.	Students'	
questions about a	-Teacher's guide	Structuroc	-Brainstorming	2- Match the words and their definitions 1- Read out the first word and check the	note	
website article.	-Library	Structures:	-Co- operative	students agree that e is the matching	books	
		-Present and past	-learning	definition (given as the example). 2- Allow time for the students to complete	Student's'	
	-Board	simple passive	-Discovery	the task and then check the answers as a	activity	15 m
	-Cassette		-Role playing	whole class. 3- Read the website article and check your	books	
	-Flash cards		-Individual	answers to exercise 1		
			-Peer learning 1- Students read the text quickly, without worrying about every word.			
			-Work groups	2- Elicit the answer to the question in		
			-Team teaching	exercise 1 about the different countries mentioned in the text.		
			-Pair work	<u>4- Answer the questions</u>		
				Assessment: Oral questions: Written Exercises:		5 m
Home Assignment:SB page 1 Self-Evaluation: () I've ac	hieved all the lesson		h't achieved all the obje	ectives for some reasons. I'll try hard to achieve	them	
「eacher	Senior teache	er	Su	pervisor	Director	

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3

Festivals and special days

SB pages 11-15 WB pages 7-9

Lesson (2) SB Page (12) WB Page (7)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	spring	-Discussion	Where do you go in Sham el-Nessim? Presentation:	Teacher's preparation	5 m
• To use the present		nearly	-Inductive	1- Underline the passive verbs in these	book	45
and past simple	-Student's book	pan	-Study circles	sentences		15
passive	-Workbook	Structures:	Problem solving	- Read out the first sentence. Explain that <i>is</i> celebrated is the passive form of the verb, in		
correctly.		1- Spring is celebrated	-Brainstorming	the present simple tense.	Students' note	
	-Teacher's guide	in different ways all	5	2- Make questions and answers in the	books	
• To talk about	-Library	over the world.	-Co- operative	present or past simple passive - Call out some of the verbs needed for this		
festivals and special		2- Sham el-Nessim was	-learning	exercise for the students to reply with their	Student's'	
days.	-Board	first held to celebrate the start of spring	-Discovery	past participles (invent, invented; celebrate,	activity	
	-Cassette	nearly 4,000 years ago.	-Role playing	celebrated; use, used; give, given). <u>3- Ask and answer</u>	books	15
		3- Hundreds of eggs	-Individual	- Read out the first question and invite		
	-Flash cards	are cooked in a big	-Peer learning	different students to tell the class about the		
		pan.	-	special days their families celebrate.		
		4- In Australia, the start of spring is	-Work groups	<u>WB</u> <u>1</u> -Complete the sentences		
		celebrated in	-Team teaching	2 -Read and correct the mistakes in these		
		September!	-Pair work	present passive sentences <u>3</u> -Complete the text using the present passive		
		-		or past passive form of the verbs in brackets		
				Assessment:		5 m
				Oral questions:		511
	- 7			Written Exercises		
Home Assignment:WB pag Self-Evaluation: () I've ach		objectives or () I haven't	t achieved all the obie	ctives for some reasons. I'll try hard to achieve t	hem.	
Feacher	Senior teache		^	upervisor	Director	

Festivals and special days SB pages 11–15 WB pages 7–9

 Day
 Date
 Period
 Class

 Image: Comparison of the second seco

Lesson (3) SB Page (13)

Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
-Internet	parades	-Discussion	Do you enjoy festivals? Presentation:	Teacher's preparation	15m
Student's book	lanterns costumes	-Inductive	<u>1- Ask and answer</u>	book	
	decorate	-Study circles	 Read out the question and encourage a short class discussion. Ask the students to 		
-Workbook	Churchange	Problem solving	say why they enjoy their chosen festivals.	Students'	
-Teacher's guide	<u>Structures:</u> -First of all, (we clean	-Brainstorming	<u>2- Match these sentences about Chinese</u> New Year with the pictures	note	
-Library	our houses). Novt (we decorate our	-Co- operative	- Ask the students to look at the pictures and	DOOKS	
-Library	homes).	-learning		Student's'	15m
-Board	-Afterwards, (many	-Discovery	locations.	activity	
-Cassette	shopping).	-Role playing	<u>3- Listen to Li describing Chinese New Year.</u>	books	
-Elash cards		-Individual	of the new year?		
	are given envelopes).	-Peer learning	<u>4- Listen again. Are these sentences true (T) or false (F)?</u>		
	(there are	-Work groups	-Ask the students what they remember from		
	fireworks).	-Team teaching	the recording they have just heard.		
	 afternoon, 	-Pair work	<u>5- WORK IN PAIRS</u>		_
	(we wear our new clothes).		Assessment:		5m
	ciouico).		Oral questions: Written Exercises		
	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board	-Data showNew vocabulary: parades lanterns-Internetparades lanterns-Student's bookcostumes decorate-WorkbookStructures: -First of all, (we clean our houses)Teacher's guide-First of all, (we clean our houses)Library-Next, (we decorate our homes)Board-Afterwards, (many people go-Cassetteshopping). -After / Before / At-Flash cards(dinner, children are given envelopes). -At midnight / midday (there are fireworks)The next day / morning / afternoon,	-Data showNew vocabulary: parades lanterns costumes decorate-Lecture-Internetparades lanterns costumes decorate-Discussion-Student's book-Inductive-Workbook-Study circles-Workbook-Problem solving-Teacher's guide-First of all, (we clean our houses)Brainstorming-Library-Next, (we decorate our homes)Co- operative-Board-Afterwards, (many people go-Discovery-Cassetteshopping)Role playing-Flash cards-After / Before / At (dinner, children are given envelopes). -At midnight / midday (there are fireworks). -The next day / morning / afternoon, (we wear our new-Peer learning	-Data show New vocabulary: -Lecture Warm up and revision: -Internet parades -Discussion Do you enjoy festivals? -Internet costumes -Inductive -Ask and answer -Workbook -Workbook -Problem solving -Read out the question and encourage a short class discussion. Ask the students to say why they enjoy their chosen festivals. -Teacher's guide -First of all, (we clean our houses). -Oo operative -Ask the students to look at the pictures and locations. -Board -After wards, (many people go shopping). -After / Before / At (dinner, children are given envelopes). -Role playing -Flash cards -After / Before / At (dinner, children are fireworks). -Team teaching -Peer learning -The next day / morning / afternoon, (we wear our new clothes). -Team teaching -Pair work	-Data show New vocabulary: parades -Lecture Warm up and revision: Do you enjoy festivals? Teacher's preparation -Internet Janferns -Discussion -Ask the students on dencourage a short class discussion. Ask the students to say why they enjoy their chosen festivals. Students' Students' Note books Student's' activity Student's' activity Student's' activity <

Home Assignment:SB page 13

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Supervisor

Jump			1					
SB page 11-15 WB page 7-9 Lesson (4) SB Page (14) WB Page (8) Lesson (4) SB Page (14) WB Page (8) Inductive Point of the lesson students will be able to: students will be able to: student's book sham el-Nessim. Data show unit raditionally preserve dry workbook Lecture - Discussion - Inductive - Study circles - Do you think watchines can make them? than human hands? Descussion - Inductive - Study circles - Study circl	UNIT			Day	Date	Period	Class	
Objectives Teaching Aids Contact Strategies Procedures Evidence By the end of the lesson students will be able to: - thermet -Data show New vocabulary: breeze traditionally preserve draditionally -Lecture Warm up and revision: What does Sham el-Nessim mean? Teacher's preparation • To learn about Sham el-Nessim. -Student's book Dreserve draditionally -Discussion -Discussion Teacher's preparation Teacher's preparation • To use critical thinking skills to discuss festivals. -Teacher's guide -Teacher's guide -Do you think machines can make crafts better than human hands? -Problem solving -Oo operative Sham el-Nessim festival. Ask whether they know when the festival. Tell them that they will find out later. Students' note books -Board -Board 2- Do you think we need traditional crafts if machines can make then? -Discovery -Students answer questions 1-4, looking backs Student's' activity' books -Flash cards 3- Why is it important for some people to learn traditional crafts? -Pwer learning -Pair work -Pwer learning -Dairwork -Domelet the tasthout Thanksgiving Dav in Canada -Students makes them? -Diaduetions: Written Exercises -Discovery -Discovery -Flash cards 3- Why is it important for some people to learn traditional crafts? -Pwer learning -Dairwork -Discow								
By the end of the lesson students will be able to: -Data show students will be able to: New vocabulary: brecze traditionally preserve dry -Lecture -Discussion Warm up and revision: What does Sham el-Nessim mean? Teacher's preparation book • To learn about Sham el-Nessim. -Student's book -Student's book -Inductive preserve dry -Jack referserve dry Student's -Jack referserve dry <t< th=""><th>Lesson (4)</th><th>SB Page(14) W</th><th><u>B Page (8)</u></th><th></th><th></th><th></th><th></th><th></th></t<>	Lesson (4)	SB Page(14) W	<u>B Page (8)</u>					
students will be able to: -Internet -Internet -Internet -Internet -Discussion -Inductive -	Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Time
and details will be able to Internet Internet Internet Traditionally -student's book Student's book -student's book -workbook Teacher's guide -library Board Board -Board -Cassette -Flash cards Why is it important for sratificinal crafts? -Flash cards Why is it important for sratificinal crafts? -Flash cards -Elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll ty hard to achieve them. -Discussion -Presentation: -Ask the students into sabout the words in red inthe text -Ask the students what they know about the Sham el-Nessim festival. Tell them that they will find out later. -Board -Co- operative traditional crafts if machines can make them? Why? / Why not? -Flash cards Why is it important for srate: -Peer learning -Peir work -Complete the students into small groups to discuss the first question. <u>Scomplete the text about Thanksgiving Day</u> in Canada <u>Assessment:</u> Oral questions: Written Exercises -Dome the students into some reasons. I'll ty hard to achieve them.	By the end of the lesson	-Data show	New vocabulary:	-Lecture				5m
 To learn about Sham el-Nessim. Student's book Workbook Workbook Teacher's guide Teacher's guide Teacher's guide Teacher's guide Teacher's guide Teacher's guide Student's better than kuman hands? Do you think machines can make crafts better than human hands? Do you think we need traditional crafts if Co- operative Discovery Students' and the paying Co- operative Students' and the paying Co- operative Students' and the paying Co- operative Students' and the paying Student's' activity Studen	students will be able to:	luters et	breeze	-Discussion		nean?		
-Student's book preserve dry -Study circles -Ask the students what they know about the Sham el-Nessim -Ask the students what they know about the Sham el-Nessim festival. Ask whether they know when the festival was first celebrated and why people eat the traditional food that is eaten during the festival. Tell them that they will find out later. Students' note books - To use critical thinking skills to discuss festivals. -Teacher's guide -library 2- Do you think we need traditional crafts if machines can make them? -Board 2- Do you think we need traditional crafts if machines can make them? -Board 2- Do you think we need traditional crafts if machines can make them? -Board Student's activity books Student's activity books -Flash cards 3- Why is it important for some people to learn traditional crafts? 3- Why is it important for some people to learn traditional crafts? -Peer learning -Pair work -Descente the text about Thanksgiving Day in Canada Assessment: Oral questions: Written Exercises Student's activity books	— • • •	-internet	traditionally	-Inductive		he words in red		15m
• To use critical thinking skills to discuss festivals. • Workbook • Problem solving • Pr	 To learn about 	-Student's book	preserve			ine words in rea		15
 To use critical thinking skills to discuss festivals. Teacher's guide -Library Board Cassette Flash cards Why? / Why not? Flash cards Why? / Why not? Sudent's' activity books Student's' activity books 	Sham el-Nessim.		dry	-Study circles	-			
 To use critical thinking skills to discuss festivals. Teacher's guide '-library Board Co- operative '-learning '-learning '-learning '-biscovery '-students answer questions 1-4, looking back at the text where necessary. 'Student's' activity books Flash cards Why is it important for some people to learn traditional crafts? Flash cards Why is it important for some people to learn traditional crafts? Flash cards We have the sequestions 1-4, looking back at the text where necessary. 'Student's' activity books Student's' activity books Peer learning '-Nork groups 1- Answer the questions 2- Complete the sentences with words from exercise 1 Complete the text about Thanksgiving Day in Canada Assessment: Oral questions: 'Written Exercises How excises 		-Workbook	Structures:	Problem solving		•	Students'	
thinking skills to -cia make crafts better -co- operative is eaten during the festival. Tell them that books discuss festivals. -biard 2- Do you think we need -learning -Co- operative is eaten during the festival. Tell them that books -Board 2- Do you think we need traditional crafts if -Discovery -Students answer questions 1-4, looking Student's' -Cassette -Co- operative -Discovery -Students answer questions -Students into small groups to discuss the first question. Student's' -Flash cards 3- Why is it important for -Peer learning -Co-oplete the sentences with words from -Complete the sentences with words from -Peer learning	• To use critical	-Teacher's guide	÷	-Brainstorming			note	
-Library -Library <td< td=""><td></td><td></td><td></td><td>-Co- operative</td><td></td><td></td><td>books</td><td></td></td<>				-Co- operative			books	
-Board 2- Do you think we need traditional crafts if machines can make them? -Discovery -Students answer questions 1-4, looking back at the text where necessary. Student's' activity books -Cassette "Why? / Why not?" -Flash cards 3- Why is it important for some people to learn traditional crafts? -Peer learning -WB -Answer the questions Student's' activity books -Flash cards 3- Why is it important for some people to learn traditional crafts? -Peer learning -WB -Answer the questions Student's' activity books -Flash cards 3- Why is it important for some people to learn traditional crafts? -Peer learning -WB -Answer the questions -Complete the sentences with words from exercise 1 -Student's' activity books -Team teaching -Pair work -Ganada Assessment: Oral questions: Written Exercises -Student's' activity books worme Assignment: WB Page (8 - - - - - elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them. -	-	-Library	than numan nanus.		-			
-Cassette Traditional crafts if machines can make them? -Role playing -Role playing -Individual -Critical thinking -Put the students into small groups to discuss the first question. 3-Critical thinking -Put the students into small groups to discuss the first question. Bere learning -Vork groups 1-Answer the questions 2-Complete the sentences with words from exercise 1 -Peer learning -Vork groups 1-Answer the questions 2-Complete the text about Thanksgiving Day in Canada -Peer learning -Pair work Best out Thanksgiving Day in Canada -Pair work Best out the second and the pair work in the text out thanksgiving Day in Canada -Pair work -Pair work -Pair work -Pair work in Canada -Pair wo	discuss festivals.	Board		_		4 looking	Student's'	
-Cassette Information matching that matching -Role playing 3 - Critical thinking Doors -Flash cards 3- Why is it important for some people to learn traditional crafts? -Peer learning -Put the students into small groups to discuss the first question. WB -Team teaching -Team teaching -Peer learning -Peer learning -Complete the sentences with words from exercise 1 -Pair work 3- Complete the text about Thanksgiving Dav in Canada Assessment: Oral questions: Written Exercises Oral questions: Written Exercises ome Assignment: WB Page (8) elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.		-Board		-Discovery		-		
-Flash cards 3- Why is it important for some people to learn traditional crafts? -Peer learning -Peer learning -Work groups 1- Answer the questions -Work groups -Team teaching -Peer learning -Peer learning -Second learning -Work groups -Team teaching -Peer learning -Second learning -Peer learning -Work groups -Team teaching -Peer learning -Peer learning -Second learning -Work groups -Team teaching -Peer learning -Peer learning -Peer learning -Work groups -Team teaching -Peer learning -Second learning -Second learning -Peer learning -Peer learning -Work groups -Team teaching -Peer learning -Peer learning -Work groups -Team teaching -Second learning -Peer learning -Peer learning -Peer learning -Work groups -Team teaching -Peer learning -Peer learning -Peer learning -Peer learning -Peer learning -Work groups -Team teaching -Peer learning -Peer learning -Peer learning -Peer learning -Peer learning -Peer learning -Peer learning		-Cassette		-Role playing		ary.	books	15m
3- Why is it important for some people to learn traditional crafts? -Peer learning WB -Work groups -Complete the sentences with words from exercise 1 -Pair work 3- Complete the text about Thanksgiving Day in Canada Assessment: Oral questions: WB WB -Peer learning WB -Work groups -Team teaching -Pair work Assessment: Oral questions: Written Exercises WB Page (8 elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.				-Individual	- Put the students into small g	roups to		
Image: construction of traditional traditional crafts? -Work groups I-Answer the questions -Team teaching crafts? -Team teaching -Team teaching -Pair work Image: Complete the text about Thanksgiving Day in Canada Assessment: Oral questions: Written Exercises Written Exercises Iome Assignment: WB Page (8) elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.		-Flash cards		-Peer learning				
crafts? -Team teaching -Pair work -Team teaching -Oral questions: -Team teaching Written Exercises -Team teaching -Page (8) - elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.				-Work groups				
-Pair work -Pair work 3- Complete the text about Thanksgiving Day in Canada Assessment: Oral questions: Oral questions: Written Exercises Home Assignment: WB Page (8) elf-Evaluation: I've achieved all the lessons objectives or					2- Complete the sentences with	words from		
In Canada Assessment: Oral questions: Written Exercises Iome Assignment: WB Page (8) elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.				_		kegiving Day		
Assessment: Oral questions: Written Exercises Iome Assignment: WB Page (8) elf-Evaluation: I've achieved all the lessons objectives or I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.				-Pair work				
Iome Assignment: WB Page (8) elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.								
ome Assignment: <u>WB Page (8)</u> elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.								5m
elf-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.					Written Exercises			
Teacher Senior teacher Supervisor Director	•		objectives or () I haven'	l t achieved all the object	l tives for some reasons. I'll try h	ard to achieve t	lem.	
	Feacher	Senior te	eacher	:	Supervisor	Dire	ector	

Review SE	- Page (15) \	WB Page (9)					
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Tim
By the end of the lesson	-Data show	Nowyocabulary	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet	<u>New vocabulary</u> :	-Discussion	What do you remember about Presentation:	t special days?	Teacher's preparation	
• To review and	_	No	-Inductive	<u>1- Complete the sentences</u>		book	15
practise the	-Student's book	new	-Study circles	- Read out the first sentence, h	nalf completed		
vocabulary and	-Workbook	vocabulary	Problem solving	as the example.	he courset		
structures of the unit	-Teacher's guide		-Brainstorming	2- Write the sentences using t form of the passive 1- Ask the students to study th		Students' note books	
			-Co- operative	2- Students complete the exer	•	DOOKS	
T	-Library		-learning	individually before checking th			
 To practise using the present and past 	-Board	<u>Structures:</u>	-Discovery	with a partner. Go round and a <u>3- Complete the sentences</u>		Student's' activity	
simple	-Cassette		-Role playing	- Read out the first sentence, o	completed as	books	15
bassive correctly.	-Flash cards	No new	-Individual	the example.			15
• To practise using		Structures	-Peer learning	<u>1- Write a sentence to conclue</u> 2- Put these sentences in the			
		Structures	-Work groups	<u>3- Write an email about a spe</u>			
sequencing words.			-Team teaching	Assessment:	<u></u>		
			-Pair work	Oral questions: Written Exercises			
							5n
ome Assignment:. <u>WB Pag</u> elf-Evaluation: () I've achi		objectives or () I haven	t achieved all the obje	ctives for some reasons. I'll try h	ard to achieve t	hem.	
Teacher	Senior tea	cher		Supervisor		Director	

REVIEW A SB pages 16-17 WB pages 10-13

Day	Date	Period	Class

Lesson (1) SB Page (16)

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	No	-Discussion	What do you know about Aswan? Presentation:	Teacher's preparation	
 To review and 	-Student's book	k <u>New</u>	-Inductive	<u>1- Ask and answer.</u> Ask the students to read the questions and	book	
practise the	-Workbook	<u>vocabulary</u>	-Study circles Problem solving	discuss them in pairs. Then invite different		
vocabulary and structures of Units	-Teacher's guide		-Brainstorming	pairs to give their answers. <u>2- Complete the magazine article with these</u>	Students' note	
structures of Units 1-3	-Library	Structures:	-Co- operative	 words, then check your answers to exercise 1 1- Ask the students to scan the text and elicit 	books	
			-learning	what it is about (Aswan). 2 - Ask the students to read the words in the	Student's'	
	-Board	<u>No</u>	-Discovery -Role playing	box and explain that they have to complete the text with the words.	activity books	
	-Cassette -Flash cards	<u>New</u> <u>structures</u>	-Individual	 <u>3- Answer these questions</u> 1- Students read the questions. Ask them 		
	-riash carus		-Peer learning	whether they remember any of the answers from the text before they read.		
			-Work groups	2 - Allow time for the students to complete the task in pairs and then check answers by		
			-Team teaching -Pair work	asking students to read out the answers.		
				Assessment: Oral questions:		
				Written Exercises:		
Iome Assignment: <u>WB Page</u>						

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

REVIEW

Λ		es 16-17		Day		Date	Perio	bd	Class
	WB pag	es 10-13							
Lesson (2) SB Page (17)								
I								1	
Objectives	Teaching Aids	Contact	S	trategies		Procedures		Evidence	Time
By the end of the lesson	-Data show	<u>New vocabulary</u> :	-Lect	ure		up and revision:		T	
students will be able to:	-Internet	No	-Disc	ussion		u like reading? ntation:		Teacher's preparation	,
-To review and		<u>No</u> New	-Indu	ctive		nplete the sentences with th	e correct	book	
practise the	-Student's book	vocabulary	-Stud	y circles		of few or little			
vocabulary and	-Workbook	<u></u>	Pro	blem solving		out the first sentence, comp ample.	leted as		
structures of Units				nstorming		nplete the sentences in the p	<u>present</u>	Students' note	
1-3	-Teacher's guide	Structures:		operative	-	e passive or the past simple i		books	
	-Library	-learr			out the first sentence, comp ample. Elicit that this senten				
			-learı	ning		n in the present simple passi		Student's'	
	-Board	No	-Disc	overy	-	en to Taha and Amir talking a		activity	
	-Cassette	New	-Role	playing		and choose the correct answ		books	
		<u>structures</u>	-Indiv	vidual		he students that they are go rersation between Taha and <i>i</i>	-		
	-Flash cards		-Peer	learning		k about what tourists sho			
				k groups		<u>dn't do in Egypt</u>			
						out the question and ask tw			
			-Tear	n teaching		d out the example in speech ten and complete these w			
			-Pair	wor		f. Then say the words			
						ssment:			
					Oral o	questions:			
					Writte	en Exercises:			
							•		
Home Assignment: <u>SB Page</u> Self-Evaluation: () I've ach		objectives or () I have	n't achiev	ved all the object	tives for	some reasons. I'll try hard t	o achieve th	nem.	
Teacher	Sen	ior teacher		Sup	pervis	or		Director	

Lesson (1) SB Page (18)

TIV		Day	Date	
1	Science and technology	-		
	SB pages 18–22 WB pages 14–16			
				1

Teaching Aids Objectives Procedures Evidence Time Contact **Strategies** Warm up and revision: By the end of the lesson -Data show -Lecture 5 m New vocabulary: Do you like science? Teacher's students will be able to: essential -Discussion preparation Presentation: -Internet expert book 15 m -Inductive 1 -Ask and answer • To introduce the focus -Student's book 1- Draw attention to the Objectives box on idea of STEM -Study circles encourage page 18, which refers to the objectives of schools to the data -Workbook --Problem solving the unit and Students' students. explain in Arabic if necessary. -Brainstorming note -Teacher's guide Structures: 2- Read out the question and encourage a books -Co- operative short class discussion. • To read an article -Library Expressing 2- Read an article about STEM schools -learning about STEM schools - Allow time for the students to read the Student's' certainty and -Board -Discoverv and text quickly – tell them not to worry about activity 15 m uncertainty: books understanding every word. -Role playing answer questions. -Cassette <u>3- Which of the red words in the text mean</u> *might/must* -Individual the following? -Flash cards can't be. - Ask the students to look at the words in red -Peer learning and discuss their meanings in pairs. -Work groups Encourage them to read the whole context to help them decide the meaning of words -Team teaching they don't know. -Pair work **4** -Are these sentences true (*T*) or false (*F*)? Assessment: **Oral questions:** 5 m Written Exercises: Home Assignment:SB page 19 Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them Teacher Senior teacher **Supervisor** Director

Period

Class

Science and technology

SB pages 18-22 WB pages 14-16

Lesson (2) SB Page (19) WB Page (14)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	certainty	-Discussion	What does STEM mean?	Teacher's preparation	5 m
• To use	-internet	uncertainty	-Inductive	Presentation: 1- Underline the modal verbs with <i>be</i> in	book	
might/must/can't	-Student's book	similar	-Study circles	these sentences		15 m
be correctly.	-Workbook	Churchan	Problem solving	 Ask the students to read the example sentence and elicit the meaning. 	Ctudente'	
be correctly.	-Teacher's guide	Structures: 1- It can't be easy if you	-Brainstorming	2- Complete the sentences with <i>might</i> , <i>must</i>	Students' note	
	-	don't know how to use a	-Co- operative	or <i>can't be</i> - Read out the first sentence, completed as	books	
	-Library	computer or send an	-learning	the example. Elicit why can't be is the		
	-Board	email.	-Discovery	correct answer (Ali is on holiday. The speaker is sure that Ali is not in the street).	Student's' activity	
	-Cassette	2 - A lesson might be	-Role playing	3- Use might, must or can't be and these	books	15 m
	Flack coude	about how fast a ball falls	-Individual	words to talk about the pictures WB		
	-Flash cards	through the air.	-Peer learning	1- Choose the correct answer from a, b, c or d		
		3- It might be using data	-Work groups	2- Match A with B 3- Complete the sentences about STEM		
		to make a graph.	-Team teaching	schools		
		4 -STEM school students	-Pair work	Assessment:		
		must be hardworking.		Oral questions: Written Exercises		
						Гис
						5 m

Home Assignment:WB page 14

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Science and technology

SB pages 18-22 WB pages 14-16

Lesson (3) SB Page (20)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to: • To listen to an	-Internet	pollute	-Discussion	What can you see in the picture? Presentation:	Teacher's preparation	15m
interview with a	Chudontia hook	connect	-Inductive	1- Answer the questions	book	
STEM school	-Student's book	online	-Study circles	- Ask the students to look at the pictures and elicit what they can see (polluted water, a		
student.	-Workbook	invention	Problem solving	student at a STEM school).	Students'	
	-Teacher's guide	Structures:	-Brainstorming	<u>2- Listen to an interview with a STEM school</u> student. Does she give the same answers as	note	
• To work together to		To express certainty, we can	-Co- operative	you did in exercise 1?	books	
solve problems	-Library	<u>use:</u>	-learning	- Tell the students just to listen to the general meaning in order to find out what		15m
• To express certainty	-Board	I'm sure (he / she / it) is	-Discovery	the STEM student thinks about the	Student's' activity	
and uncertainty.	-Cassette	(He / She / lt) must be (He / She / lt) can't be	-Role playing	questions in exercise 1. Tell them not to worry about details because they will hear	books	
• To carry out an	-Flash cards	To express uncertainty, we	-Individual	the recording again.		
• To carry out an internet search about		<u>can use:</u>	-Peer learning	<u>3- Listen again and complete the sentences</u> <u>4- STEM school students work together to</u>		
the		I'm not sure (he / she / it) is	-Work groups	solve problems. Can you work in the same		
achievements of		(He / She / It) might be	-Team teaching	way to answer these questions?		
STEM school		Perhaps (he / she / it) will	-Pair work	Assessment: Oral questions:		_
students.				Written Exercises		5m

Home Assignment:SB page 20

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Science and technology

SB pages 18-22 WB pages 14-16

Lesson (4) SB Page (21) WB Page (15)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	essay	-Discussion	How good are you with new technology? <u>Presentation:</u>	Teacher's preparation	
• To talk about	-Student's book	smartphone laptop	-Inductive	<u>1- Read and answer in pairs</u>	book	15m
technology.	-Student's book	wi-fi	-Study circles	- Ask the students to look at the words and definitions. They then complete the exercise		
07	-Workbook	Structures:	Problem solving	in pairs.	Students'	
• To ask and	-Teacher's guide	-Your teacher asks	-Brainstorming	2- Work in pairs and do the quiz. How good	note	J
answer a quiz	C C	you to write an	-Co- operative	are you with new technology? - Read out the first situation and the two	books	J
about	-Library	essay. Which do	-learning	options to the whole class, and elicit initial		J
technology.	-Board	you prefer?	-Discovery	ideas. Ask students to give reasons for their opinions.	Student's' activity	J
	-Cassette	a- Writing it using	-Role playing	<u>3 -Discuss in pairs</u>	books	1 5
• To discuss using		• •	-Individual	-Ask the students to read the questions and note down their answers.		15m
technology.	-Flash cards	neat handwriting.	-Peer learning	WB		J
		b- Typing it on the	-Work groups	<u>1- Match the words and their meanings</u>		J
		computer and	-Team teaching	2- Complete the sentences with words from exercise 1		J
		emailing it.	-Pair work	<u>3 -Read and correct the underlined words</u>		J
				<u>4- Complete the dialogue</u> Assessment:		J
				Oral questions:		E.m.
				Written Exercises		5m
Jomo Accignments M/D Dece) 1E \					<u> </u>
lome Assignment: <u>WB Page</u> elf-Evaluation: () I've ach		objectives or () I haven't	t achieved all the objec	tives for some reasons. I'll try hard to achieve t	hem.	
Teacher	Senior te	acher	:	Supervisor Dire	ector	

4

Science and technology

SB pages 18-22 WB pages 14-16

Review S

SB Page (22) WB Page (16)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about science and technology?	Teacher's preparation	
 To review and 		No	-Inductive	Presentation:	book	15m
practise the	-Student's book	new	-Study circles	<u>1- Complete the sentences</u>		
vocabulary and structures of the unit	-Workbook	vocabulary	Problem solving	-Read out the first sentence and check the students agree that smartphone is the	Students'	
	-Teacher's guide		-Brainstorming	correct answer.	note	
 To practise dictionary skills. 	-Library		-Co- operative	<u>2- Complete the sentences with <i>might</i>, <i>must</i> <u>be or <i>can't be</i></u></u>	books	
v	-Library		-learning	- Read out the instruction and the first		
	-Board	<u>Structures:</u>	-Discovery	sentence, completed as the example. <u>3 -Complete the sentences with these words</u>	Student's' activity	
	-Cassette		-Role playing	- Allow time for the students to study the example and look at the words in the box.	books	15m
	-Flash cards	No	-Individual	WB		
		new Structures	-Peer learning	<u>1- Say these words and complete the table</u> <u>2- Read about some successful STEM school</u>		
			-Work groups	students and answer the questions		
			-Team teaching	3- Write an article about STEM school students		
			-Pair work	Assessment:		
				Oral questions:		
				Written Exercises		5m
Home Assignment:. <u>WB Pag</u> Self-Evaluation: () I've ach		objectives or () I haven'	t achieved all the objec	tives for some reasons. I'll try hard to achieve tl	nem.	

Teacher

Supervisor

UNIT		Day	Date	Period	Class
5	Achievements SB pages 23–27 WB pages 17–19				
	Lesson(1) SB Page(23)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	genius software	-Discussion	What would you like to do well? <u>Presentation:</u>	Teacher's preparation	
 To introduce the unit to the students. 	-Student's book	sum award	-Inductive -Study circles	<u>1- Tell your partner about one thing you</u> can do or would like to do well	book	15
	-Workbook	skill	Problem solving	 Draw attention to the Objectives box on page 23, which refers to the objectives of 	Students'	
 To talk about abilities. 	-Teacher's guide	Structures:	-Brainstorming	the unit, and explain in Arabic if necessary. <u>2- These words are from a newspaper</u>	note books	
• To read a	-Library	Ability and inability:	-Co- operative -learning	article. What do you think it is about? - Ask students to read the words and		
newspaper article	-Board	could/couldn't, was/were	-Discovery	definitions. Then ask them to cover the words, and read out the definitions and elicit	Student's' activity	15
about a child genius.	-Cassette	(not) able to	-Role playing -Individual	the words from the class. <u>3- Read the article. Find the words in exercise 2</u> and check that you understand their	books	
	-Flash cards		-Peer learning - Allow time for the students to read the			
			-Work groups	text quickly. Tell them not to worry about understanding every word.		
			-Team teaching	4- Are these sentences true (T) or false (F)?		
			-Pair work	<u>Assessment:</u> Oral questions: Written Exercises:		5

Teacher

Senior teacher

Supervisor

UNIT 5		Day	Date	Period	Class
5	Achievements SB pages 23–27 WB pages 17–19				
Lesso	n (2) SB Page (24) WB Page (17)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	ability	-Discussion	What could you do when you were	Teacher's preparation	5 m
	-internet	inability	-Inductive	young?	book	
• To use	-Student's book	concert		Presentation:		15 r
could/couldn't,			-Study circles	1- Underline the verbs used to express		
was/were (not) able	-Workbook	Structures:	Problem solving	<u>ability or inability</u> - Tell the students to read the Grammar box		
to correctly.		1- Abla Wael from	-Brainstorming	carefully and look at the example sentence.	Students' note	
•	-Teacher's guide	Cairo couldn't do her	-Drainstorning	Check understanding by asking Was Abla's	books	
	-Library	maths homework.	-Co- operative	homework easy for her? (No. It was too	booko	
	-Library		-learning	difficult.)		
	-Board	2- Mahmoud was able	-Discovery	2 -Complete the sentences	Student's'	
		to give all the answers		- Read out the first sentence, completed as	activity books	45
	-Cassette	to the sums.	-Role playing	the example. Elicit why were able to is the	DOOKS	15 r
			-Individual	correct answer (it is plural and it describes a		
	-Flash cards	3- After only three	Deerleensing	specific situation in the past). 3- Complete the guestions, then ask and		
		months, he could read,	-Peer learning	answer		
		write and speak English	-Work groups	WB		
		quite well.	-Team teaching	1 -Answer the questions		
			C	2 -Finish the following dialogue		
		4- He was able to teach	-Pair work	3 -Complete the sentences so that they are true		
		university graduates		<u>for you</u>		
		about computer		Assessment:		_
		programming.		Oral questions: Written Exercises		5 m

Home Assignment:WB page 17

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

UNIT		Day	Date	Period	Class	
5	Achievements SB pages 23–27 WB pages 17–19	-				
Lesson (3) SB Page (25)					

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:			-Discussion	What's your favourite TV programme?	Teacher's	
 To listen to a 	-Internet	title		Presentation:	preparation book	15n
conversation about	-Student's book	intelligent	-Inductive	<u>1- Ask and answer</u>	DOOK	
a TV	-Student's book	amazing	-Study circles	- Read out the questions and encourage a		
programme and	-Workbook	brain	Problem solving	short class discussion. <u>2- Listen to Tarek and Hassan talking about</u>		
			Ū	a TV programme. Choose the best title for	Students'	
answer questions.	-Teacher's guide		-Brainstorming	the programme	note books	
		<u>Structures:</u>	-Co- operative	1- Tell the students to listen to the	DOOKS	
 To talk about 	-Library	Adding information	-learning	conversation and choose the best title. Tell		15n
abilities.	-Board	Injy revises her lessons well.	-	them not to worry about other details	Student's'	
		Furthermore,	-Discovery	because they will hear the recording again.	activity books	
• To add	-Cassette	she does all her homework	-Role playing	2- Play the recording. Then check the answer as a class.	DOOKS	
information.		on time. <u>In addition to</u> doing his	-Individual	3 -Listen again and answer the questions		
	-Flash cards	homework,	-Peer learning	1 -Ask the students to read the questions.		
• To carry out an		Youssef helps his mother in	-	2- Play the recording again. Students then		
internet search		the kitchen	-Work groups	compare their answers with a partner.		
		every night. I could play tennis when	-Team teaching	<u>4 -Work in pairs</u>		
about Imhotep.		was eight. <u>In</u>	-Pair work	Assessment:		
		addition, I could use the		Oral questions:		5m
		internet.		Written Exercises		

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Supervisor

UNIT				Day	Date	Period	Class	
5	SB pag		B pages 17–19 Page (18)					
Objec	tives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Time
								_

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	degree	-Discussion	What would you like to achieve one day? Presentation:	Teacher's preparation	
• To talk about	-internet	trophy	-Inductive	1- Complete the sentences	book	15m
awards and	-Student's book	medal	-Study circles	- Ask the students to look at the pictures and		
achievements.	-Workbook	win	Problem solving	say what they can see. They then read the sentences and complete them with the		
acmevements.		<u>Structures:</u> -Do you know a	C C	words from the box.	Students' note	
• To do a project	-Teacher's guide	person who has won	-Brainstorming	2- Ask and answer	books	
about awards.	-Library	one of the awards	-Co- operative	- Discuss the questions as a class,		
about awarus.		from exercise 1?	-learning	encouraging the students to talk about people they know. They could talk about the	Student's'	
	-Board	Which one? Why did	-Discovery	achievements of someone famous who they	activity	
	-Cassette	they win it?	-Role playing	admire if preferred.	books	15m
	-Flash cards	they will it:	-Individual	<u>3- Project</u> Ask the students to read the text about the		
			-Peer learning	writer's mother. Then refer them to the		
			-Work groups	questions in 1.		
			-Team teaching	<u>WB</u> <u>1- Choose the correct words</u>		
			-Pair work	2- Complete the sentences with these words		
				3- Complete the dialogue with these words 4 -Choose a job you would like to do.		
				Assessment:		F
				Oral questions:		5m
				Written Exercises		
Home Assignment: WB Page				•	III	J
Self-Evaluation: () I've achi	ieved all the lessons	objectives or () I haven't	achieved all the object	ives for some reasons. I'll try hard to achieve t	hem.	
Teacher	Senior te	eacher	S	Supervisor Dire	ector	

UNIT			Day	Date	Period	Class	
	vements Jes 23–27 W	/B pages 17–19					
<u>Review SB</u>	Page (27) W	B Page (19)					
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet		-Discussion	What do you remember about ac <u>Presentation:</u>	hievements?	Teacher's preparation	
 To review and 		No	-Inductive	<u>1- Complete the sentences</u>		book	15m
ocabulary and structures of the unit	-Student's book	new	-Study circles	1- Read out the first sentence students agree that <i>sums</i> is th			
-	-Workbook	vocabulary	Problem solving	answer.		Students'	
structures of the unit • To practise word building skills.	-Teacher's guide		-Brainstorming	2- Allow time for the students the task, and then check the a	•	note books	
			-Co- operative	whole class.		DOOKS	
	-Library		-learning	<u>2 -Make sentences using the could or was / were able to</u>	<u>correct form of</u>	Student's'	
	-Board	<u>Structures:</u>	-Discovery	- Write the example prompts on the board		activity	
	-Cassette		-Role playing	and elicit the structure. Then a compare their ideas with the e	books	15m	
	-Flash cards	No	-Individual	<u>3 -Choose the correct word</u>	<u>s</u>		
	-riash cards	new Structures	-Peer learning	WB 1- Write these sentences in the p	blural		
		Structures	-Work groups	2- Match to make sentences			
			-Team teaching	<u>3- Find and correct the mistakes</u> following sentences	<u>in the</u>		
			-Pair work	4- Write a paragraph of seven see Imhotep, the world's first genius			
				Assessment:	•		
				Oral questions:			5m
				Written Exercises			
Home Assignment:. <u>WB Pag</u> Self-Evaluation: () I've ach		objectives or () I haven'i	t achieved all the objec	tives for some reasons. I'll try h	ard to achieve t	hem.	<u>II</u>
Teacher	Senior tea	cher		Supervisor		Director	

UNIT			Day	Date	Period	Class	
6 Invent SB page		B pages 20–22					
<u>Lesson</u>	1) SB Page (28)					
Objectives	Teaching Aids	Contact	Strategies	Procedures	5	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5 m
students will be able to:	-Internet	volcano	-Discussion	How do machines help us at home? Presentation:		Teacher's preparation	
 To talk about 		vacuum Iawn mower	-Inductive	1- Ask and answer		book	15 m
	achines in the	entertain	-Study circles	1- Draw attention to the Obje			
home.	-Workbook	face	Problem solving	page 28, which refers to the or the unit, and explain in Arabio	•		
nome.	-Teacher's guide	<u>Structures:</u>	-Brainstorming	2 -Read out the question and pairs to discuss ideas.		Students' note	
• To read a		- Transitive and	-Co- operative	2- Which of the robots below is a scientific robot and which are personal robots? 1- Ask the students to look at the pictures		books	
magazine article	-Library	intransitive verbs	-learning			Student's'	
about robots and	-Board		-Discovery	and discuss the question in pa	•	activity	15 m
answer	-Cassette		-Role playing	2- Check the answers as a wh	ole class.	books	13 111
questions.			-Individual	3- Read and complete the ma with these words	agazine article		
	-Flash cards		-Peer learning	- Read out the words in the b they understand each word, a			
			-Work groups	time for the students to read			
			-Team teaching	them not to worry about deta 4 – Answer the question	0		

Home Assignment:SB page 28

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

-Pair work

Teacher

Senior teacher

Supervisor

Assessment: Oral questions:

Written Exercises:

Director

5 m

UNIT		Day	Date	Period	Class
6	Inventors SB pages 28–32 WB pages 20–22	-			
Lesso	on (2) SB Page (29) WB Page (20)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:		transitive	-Discussion	Who invented the robot?	Teacher's	5 m
	-Internet	intransitive	Induction	Presentation:	preparation book	
 To use transitive 	-Student's book		-Inductive	<u>1- Underline the verbs in these</u>	book	15
and intransitive			-Study circles	sentences. Which are followed by a noun?		
vorbe correctly	-Workbook	Structures:	Problem solving	- Ask the students to copy the sentences		
verbs correctly.			-Brainstorming	into their notebooks and underline the verbs as in the example.	Students' note	
	-Teacher's guide	1- Scientists have used	-	<u>2- Underline the verbs. Then write T</u>	books	
	-Library	robots for a long time.	-Co- operative	(transitive) or <i>I</i> (intransitive).		
	-Library	2- In 2012, a robot	-learning	1- First, allow time for the students to read		
	-Board	2- III 2012, a 1000t	-Discovery	the Grammar box.	Student's'	
		went to another		2- Check their understanding by asking the	activity books	15
	-Cassette	planet.	-Role playing	class to suggest some examples of transitive and intransitive verbs.	200110	13
	-Flash cards	•	-Individual	WB		
		3- When you speak,	-Peer learning	<u>1- Match the words and their meanings</u>		
		the robot will answer!	-Work groups	2- Complete the sentences with an object if		
		4 -Some robots dive		necessary 3- Find the verbs in these sentences, then write		
		4-30111e 100015 dive	-Team teaching	<u>5- Find the verbs in these sentences, then write</u> <u>T (transitive) or I (intransitive)</u>		
		under water to study	-Pair work	4- Now underline the direct objects and circle		
		the sea.		the indirect objects in exercise 3		
				<u>Assessment:</u>		
				Oral questions:		5 n
lomo Accignmont:\N/P nogo				Written Exercises		

Home Assignment:WB page 20

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

UNIT			Day	Date	Period	Class	
6 Invent SB pag		/B pages 20-22					
Lesson (3) SB Pag	<u>ge (30)</u>						
Objectives	Teaching Aids	Contact	Strategies	Procedure	S	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5M
students will be able to:	-Internet		-Discussion	Do you like science competit	ions?	Teacher's preparation	15m
• To ask and answer	-internet	inventor	-Inductive	Presentation: 1- Ask and answer		book	15m
about problems and	-Student's book	fantastic		- Read out the first question	and invite one		
inventions.)A/orthbook	idea product	-Study circles	or two students to answer bi			
 To listen to a 	-Workbook	product	Problem solving	2- Listen to some students talk teacher about the competition		Students'	
speaker	-Teacher's guide		-Brainstorming	prize for the competition?	. what is the	note	
•		<u>Structures:</u>	-Co- operative	- Read out the question and		books	
emphasising points	-Library	-You must remember to	-learning	not to worry about understa word, but to listen out for th			15m
about a science	-Board		-Discovery	question.	e answer to the	Student's'	
competition.		describe characters		3- Listen again and choose the	correct words	activity books	
 To practise 	-Cassette	well.	-Role playing	- Ask the students to read the	rough the		
emphasising a point.	-Flash cards	-You must remember	-Individual	sentences. 4- Take turns to give advice	to students		
		that (sentence):	-Peer learning	who are entering a story wr			
• To carry out an			-Work groups	competition. Use the expres			
-			-Team teaching	Functions box. Think about	the following		
internet search			-Pair work	Assessment:			
about inventions.				Oral questions: Written Exercises			5m
Iome Assignment:SB pa	ge 30		<u> </u>	<u> </u>		<u> </u>	<u> </u>
		objectives or () I haven'	t achieved all the objec	ctives for some reasons. I'll try	hard to achieve t	hem.	
Teacher	Senior tea	cher	c	Supervisor		Director	

UNIT		Day	Date	Period	Class
6	Inventors SB pages 28–32 WB pages 20–22				
Lesson (4) SB Page (31) WB Page (21)					

• To read about the invention of ships and sails.	Data show Internet Student's book Workbook	<u>New vocabulary</u> : wooden steam oras	-Lecture -Discussion -Inductive	Warm up and revision: What do you know about Egyptian inventors?	Teacher's preparation	5n
• To read about the invention of ships and sails.	Student's book	steam				
• To read about the invention of ships and sails.	Student's book		-Inductive	inventors?		1
the invention of ships and sails.		oras		Presentation:	book	15
ships and sails.	Workbook		-Study circles	1- Find these words in the pictures		
silips allu salls.		sail	-	1- Ask the students to look at the pictures		
-1	VVOIKDOOK	<u>Structures:</u>	Problem solving	and say what they can see.	Students'	
	Teacher's guide	1- Why are plants	-Brainstorming	2- Read out the words in the box and ask the students to point to the correct parts of the	note	
• To use critical		and trees cut down?	-Co- operative	pictures.	books	
thinking skills to	Library	Give two reasons.	-learning	2- Complete the sentences		
discuss - _E	Board	2- How is soil	-Discovery	- Allow time for the students to read the text	Student's' activity	
Egyptian		carried away in	-Role playing	Carefully.	books	
inventions.	Cassette	nature?		<u>3- Critical thinking</u> Put the students into small groups to discuss		15
- F	Flash cards	Give two ways.	-Individual	the first question. If necessary, encourage		
		3- How many people	-Peer learning	them to research the question for		
		live with the	-Work groups	homework. WB		
		problem	-Team teaching	<u>VV D</u> 1- Complete the table		
		of desertification?	-Pair work	2- Complete the sentences		
				3- Read and answer the following questions		
				Assessment:		_
				Oral questions: Written Exercises		5

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

UNIT			Day	Date	Period	Class	
6 Invent SB pag		/B pages 20–22					
<u>Review</u> SB	Page(32)W	B Page (22)					
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
udents will be able to: -Internet		<u></u> _	-Discussion	What do you remember about Presentation:	inventors?	Teacher's preparation	
To review and		No	-Inductive	1- Complete the text		book	15r
practise the	-Student's book	new	-Study circles	- Read out the first sentence, co	ompleted as		
vocabulary and	-Workbook	vocabulary	-	the example.	T.		
tructures of the	WORKBOOK	,	Problem solving	2- Underline the verbs and wri (transitive) or <i>I</i> (intransitive)	<u>te T</u>	Students'	
	-Teacher's guide		-Brainstorming	-Ask a student to remind the cl	ass of the	note	
• To practise writing	-Library -Board <u>Stru</u> -Cassette -Flash cards		-Co- operative	meaning of transitive and intra		books	
		<u>Structures:</u> No new	-learning	examples of both types of verb			
			_	<u>3 -Underline the direct object and circle the</u>	Student's'		
report.			-Discovery	indirect objects		activity	
•			-Role playing	4 -Make sentences that empha	<u>asise a point</u>	books	15r
			-Individual	WB 1. Decidate arrest to be and			131
			-Peer learning	<u>1- Read the report below and correct words</u>	<u>choose the</u>		
		Structures	J	2- Rewrite the following using	the word(s)		
			-Work groups	in brackets to give the same m			
			-Team teaching	3- Write a report about a famo	ous Egyptian		
			-Pair work	invention			
				Assessment:			
				Oral questions: Written Exercises			
				written Exercises			5n
ome Assignment:. <u>WB Pag</u> If-Evaluation: () I've ach		objectives or () I haven'	t achieved all the obje	L ctives for some reasons. I'll try ha	rd to achieve t	hem.	<u>II</u>
Teacher	Senior tea	cher		Supervisor		Director	

SB pages 33-34	Day	Date	Period	Class
REVIEW D WB pages 23-26				
<u>esson (1) SB Page (33)</u>				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you know about Nobel prize? Presentation:	Teacher's preparation	
•To review and	-Student's book	<u>No</u> <u>New</u>	-Inductive	<u>1- Read about Alfred Nobel. What are the Nobel Prizes for?</u>	book	15m
 review and practise the 	-Workbook	vocabulary	-Study circles	1 -Tell the students that in Review B they are		
vocabulary and	-WOIKDOOK		Problem solving	going to review and consolidate what they have learned in Module 2.	Students'	
structures of Units 1- 6	-Teacher's guide		-Brainstorming	2- Ask the students to look at the title of the	note books	
	-Library	Structures:	-Co- operative	text. Ask if they have heard of the Nobel	20010	
			-learning	Prizes, and if so elicit what they know. 2- Choose the correct words	Student's'	
	-Board	No	-Discovery	1- Tell the students to read the text again and	activity	
	-Cassette	New	-Role playing	then work in pairs to complete the exercise. 2- Check answers by inviting different	books	15m
	-Flash cards	<u>structures</u>	-Individual	students to read out the completed sentences. 3- Complete the sentences		
			-Peer learning			
			-Work groups	- Read out the first sentence, completed as		
			-Team teaching	the example.		
			-Pair work	Assessment:		
				Oral questions: Written Exercises:		5m
Iome Assignment: <u>SB Page</u>	(33)					

Teacher	Senior teacher	Supervisor	Director

	iB pages 33-: VB pages 23-		Day	Date	Period	Class	
esson (2) SB Page (sson (2) SB Page (34)						
Objectives	Teaching Aids	Contact	Strategies	Procedure	es	Evidence	Time
<u>By the end of the lesson</u> <u>students will be able to:</u> -To review and practise the	-Data show -Internet -Student's book	Internet <u>No</u> Student's book <u>New</u> Workbook Feacher's guide <u>Structures:</u>	-Lecture -Discussion -Inductive -Study circles	Warm up and revision:What do you know about Dr NPresentation:1- Which of the following sentcorrect? Why?- Ask the students to give ex	Teacher's preparation book	5m 15m	
vocabulary and structures of Units 1 - 6	-Workbook -Teacher's guide		Problem solving -Brainstorming -Co- operative	sentences containing transit write them on the board. El transitive (they need an obj Then ask for some sentence intransitive verbs and write	Students' note books		
	-Library -Board <u>No</u> -Cassette	New	-learning -Discovery -Role playing	board, too. <u>2- Choose the correct words</u> 1- Read out the first sentence, completed as the example.		Student's' activity books	15m
	-Flash cards	<u>structures</u>	-Individual -Peer learning -Work groups -Team teaching	 2- The students complete the pairs. <u>3- Listen to Adam and Faris ta</u> <u>Moustafa Musharrafa and ans</u> <u>questions</u> <u>4 -What could / couldn't yo</u> 	alking about Dr Ali swer the ou do when you		1311
			-Pair wor	were five? Talk about the for <u>5 -Listen and underline the</u> <u>syllables in these words</u> <u>Assessment:</u> Oral questions: Written Exercises:			5m
Home Assignment: <u>SB Page (</u> Self-Evaluation: () I've ach	ieved all the lessons	objectives or () I haven		ctives for some reasons. I'll try	, hard to achieve t	hem. Director	<u> </u>

7

All about sports

SB pages 35-39 WB pages 27-29

Lesson(1)SB Page(35)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	indoor courts	-Discussion	What's your favourite sport? <u>Presentation:</u>	Teacher's preparation	
• To introduce the	Churd an tha has a la	score	-Inductive	<u>1- Ask and answer</u>	book	15 r
unit to the	-Student's book	poles	-Study circles	1-Draw attention to the Objectives box on page 35, which refers to the objectives of		
students.	-Workbook	beleive	Problem solving	the unit, and explain in Arabic if necessary.	Students'	
	-Teacher's guide	Structures:	-Brainstorming	2- Read out each question and encourage a short class discussion after each one.	note books	
 To talk about 	-Library	Necessity and	-Co- operative	2- Read the magazine article and check your	DOOKS	
basketball and	-Library	obligation: have	-learning	answers to exercise 1 1- Allow time for the students to read the	Student's'	
tennis.	-Board	<i>to/had to</i> and	-Discovery	text quickly – tell them not to worry about	activity	15 n
• To read	-Cassette	must/mustn't	-Role playing	understanding every word. 2- In pairs, students find the answers to	books	
a magazine article	-Flash cards		-Individual	exercise 1, question 2.		
about the history			-Peer learning	3- Which of the words in red in the text		
of basketball and			-Work groups	<u>mean the following?</u> - Students read the text again, taking note of		
tennis.			-Team teaching	the words in red.		
			-Pair work	<u>4 -Answer the questions</u>		
				Assessment:		
				Oral questions: Written Exercises:		5 n

Teacher

Senior teacher

Supervisor

All about sports

SB pages 35-39 WB pages 27-29

Lesson (2) SB Page (36) WB Page (27)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	Internet	obligation	-Discussion	Which sport do you like?	Teacher's preparation	5 m
. .	-Internet	necessity	-Inductive	Presentation:	book	
• To use <i>have</i>	-Student's book	·		<u>1- Underline the verbs used for obligation</u> - Tell the students to read the Grammar box		15 n
to/had to and		Structures:	-Study circles	carefully.		
must/mustn't	-Workbook	1- People didn't have to	Problem solving	2- Complete the dialogue with the correct	Students'	
correctly.	-Teacher's guide	wait for good weather in	-Brainstorming	form of have to	note	
,	-	order to play.	-Co- operative	- Read out the first sentence, completed as the example. Elicit the form of <i>have to</i> in this	books	
	-Library	2- In those days, players	-learning	sentence (past simple question).		
	-Board	had to hit the ball with	-	3-What did / didn't you have to do when you	Student's'	
	Dourd	their hands.	-Discovery	were a primary school student? Ask and answer about the following	activity books	4 5
	-Cassette	3- Today, tennis balls	-Role playing	- Read out the question and then ask a	DOOKS	15 r
	-Flash cards	have to weigh 56–59.49	-Individual	student to read out the speech bubble.		
		grams.	-Peer learning	<u>WB</u>		
		4- I must find a new	-Work groups	<u>1- Choose the correct answer from a, b, c or d</u> <u>2- Make questions with the correct form of</u>		
		sport for my students to		have to or must		
		play in winter.	-Team teaching	3- Now answer the questions in exercise 2		
			-Pair work	Assessment:		
				Oral questions: Written Exercises		
						5 m

Home Assignment: WB page 27

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

All about sports SB pages 35–39 WB pages 27–29

Lesson (3) SB Page (37)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet		-Discussion	What do you know about Olympic Games?	Teacher's preparation	15
• To listen to a radio	-internet	Olympic Games	-Inductive	Presentation: 1- Ask and answer	book	15m
programme about	-Student's book	spectators		-Read out the question and encourage a		
the		Athletes at a diverse	-Study circles	short class discussion. Tell the students they		
Olympic Games.	-Workbook	stadiums	Problem solving	will find out the true answer when they	Students'	
orympic dames.	-Teacher's guide		-Brainstorming	listen to the recording. <u>2- Listen to a radio programme about the</u>	note	
		Structures:	-Co- operative	Olympic Games and check your answers to	books	
 To talk about how 	-Library	In the past, the Olympic	-learning	exercise 1		15m
things have	-Board	Games were	Ũ	- Tell the students just to listen to the	Student's'	
changed.	-board	held in Greece only.	-Discovery	general meaning in order to find the answer to the question in exercise 1, and not to	activity	
-	-Cassette	<u>However,</u> (today	-Role playing	worry about details because they will hear	books	
• To give contracting		the Olympics are held in	-Individual	the recording again.		
• To give contrasting	-Flash cards	different	-Peer learning	3- Listen again and complete the table		
information and to		countries).	-	- First, ask the students to look at the table. Stronger students could note down any		
add		Although (there have	-Work groups	answers they think they already know.		
information.		been changes), it's always a great	-Team teaching	4- How have the things listed in exercise 3		
		achievement to win	-Pair work	changed since the first Games? Make sentences using expressions from the		
• To carry out an		a game.		Functions box		5m
-		d Barrier		Assessment:		
internet search				Oral questions:		
about speed-ball.				Written Exercises		
lome Assignment:SB pa						
Self-Evaluation: () I've ach	ieved all the lessons	objectives or () I haven't	t achieved all the object	ctives for some reasons. I'll try hard to achieve t	hem.	
Teacher	Senior tea	cher	Ċ	Supervisor	Director	

UNIT		Day	Date	Period	Class
All about sports SB pages 35-39 WB	pages 27–29				
Lesson (4) SB Page (38) W	<u> B Page (28)</u>				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	referee	-Discussion	What should you do when you win a match?	Teacher's preparation	
• To tall, shout	-internet	opponent	-Inductive	Presentation: 1- Look at the pictures and answer the	book	15
• To talk about	-Student's book	self-respect	-Study circles	questions		
team sports.	Markhook	championship	-	-Ask the students to look at the pictures and		
	-Workbook	<u>Structures:</u>	Problem solving	say what they can see. They then read the	Students'	
 To ask and 	-Teacher's guide	-When you win a	-Brainstorming	questions and complete the exercise in pairs.	note	
answer a quiz		match, what should	-Co- operative	2- Work in pairs and do the quiz	books	
about team	-Library	you do?	-learning	3- Read the text and discuss these		
	-Board	a - Congratulate	-Discovery	<u>questions</u> - Ask the students to read the text and	Student's'	
sports.		your team.		questions.	activity books	
	-Cassette	,	-Role playing	<u>WB</u>		15
 To discuss 	-Flash cards	b- Say unkind things	-Individual	<u>1- Complete the sentences with these words</u>		
fairness in sport.		to your opponents.	-Peer learning	<u>2- Choose the correct words</u> <u>3- Complete the dialogue</u>		
			-Work groups	4-Mohamed Ali Rashwan is a good example of		
			-Team teaching	how anyone should play a sport." Write a paragraph explaining why you agree with this		
			-Pair work	sentence		
				Assessment:		
				Oral questions:		
				Written Exercises		5r

Teacher

Supervisor

UNIT			Day	Date	Period	Class	
	out sports as 35-39 WB	pages 27–29					
<u>Review</u> SB	Page (39) WB	Page (29)					
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet		-Discussion	What have you learned in this <u>Presentation:</u>	unit?	Teacher's preparation	
 To review and 		Νο	-Inductive	1- Match to make sentences		book	15m
practise the	-Student's book	new	-Study circles	- Read out the first phrase an students agree that phrase <i>c</i> is			
vocabulary and structures of the unit	-Workbook	vocabulary	Problem solving	ending for the sentence.		Students'	
	-Teacher's guide		-Brainstorming	<u>2 -Make sentences using the correct</u> have to or must		note	
• To practise			-Co- operative	- Read out the instruction and sentence, completed as the example		books	
dictionary skills.	-Library		-learning	<u>3- Choose the correct words</u>	ampie.		
sin succession of the second	-Board	<u>Structures:</u>	-Discovery	1- Allow time for the students example.	Student's' activity		
	-Cassette		-Role playing	2- Students complete the task	in pairs. Go	books	15m
	-Flash cards	No	-Individual	round and monitor. WB			1511
		new	-Peer learning	<u>1</u> -Read the dictionary entry and			
		Structures	-Work groups	sentences to the correct meanin 2- Read the definitions. What are			
			-Team teaching	words?			
			-Pair work	3- Read the rules. Which sport is 4- Write about where and why s			
				invented and how you play it			
				Assessment: Oral questions:			5m
				Written Exercises			
ome Assignment:. <u>WB Pag</u> elf-Evaluation: () I've ach		objectives or () I haver	't achieved all the obje	ctives for some reasons. I'll try h	ard to achieve t	hem.	!!
Teacher	Senior tea	•		Supervisor		Director	

8

How we learn

SB pages 40-44 WB pages 30-32

Lesson(1) SB Page(40)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Tim
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to: • To introduce the	-Internet	control balance	-Discussion	How good are you at school? <u>Presentation:</u>	Teacher's preparation	45
unit to the	-Student's book	sailor	-Inductive	<u>1- Read these sentences about intelligence. Do</u> you think they are true (T) or false (F) ?	book	15
students.	-Workbook	intelligent muscles	-Study circles Problem solving	 Draw attention to the Objectives box on page 40, which refers to the objectives of 		
• To talk about	-Teacher's guide	Structures:	-Brainstorming	the unit, and explain in Arabic if necessary. <u>2- Read the article from a science book and</u>	Students' note	
ntelligence.	-Library		-Co- operative	check your answers to exercise 1 -Read out the instruction and allow time for	books	
To read an article	-Board	<i>-ing</i> forms	-learning	the students to read the text quickly – tell them not to worry about understanding	Student's'	
about being			-Discovery -Role playing	every word. 3- Which of the red words in the text means	activity books	15
ntelligent.	-Cassette -Flash cards		-Individual	the following? - Students read the text again, taking note of		
	-riasii carus		-Peer learning	the words in red.		
			-Work groups	<u>4- Answer the questions</u> -Students read the questions and then the		
			-Team teaching	text again.		
			-Pair work	<u>Assessment:</u> Oral questions: Written Exercises:		5

Teacher

Senior teacher

Supervisor

8

How we learn

SB pages 40-44 WB pages 30-32

Lesson (2) SB Page (41) WB Page (30)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	-Internet	breathe	-Discussion	What's your favourite subject at school?	Teacher's preparation	5 m
• To identify -ing		physical	-Inductive	Presentation: <u>1- Underline the words ending -ing</u>	book	
forms and to use	-Student's book	move	-Study circles	1-Tell the students to read the Grammar box		15 m
them correctly.	-Workbook	Structures:	Problem solving	carefully. 2- Students read the sentences in exercise 1	Students'	
them concerny.	-Teacher's guide	1 - Being very intelligent	-Brainstorming	and underline the words ending in <i>-ing</i> . Check answers.	note	
	-	can help people to do	-Co- operative	2- Complete the sentences using -ing forms	books	
	-Library	amazing things.	-learning	-Read out the example. Explain that the <i>-ing</i> form, <i>playing</i> , acts as a noun and is the	Otualautial	
	-Board	2- Albert Einstein had	-Discovery	subject of this sentence.	Student's' activity	
	-Cassette	problems with reading.	-Role playing	<u>3- Complete the sentences using -ing forms</u> - Read out the instruction and then ask a	books	15 m
	-Flash cards	3- Athletes have fantastic	-Individual	student to read out the speech bubble.		
		control over their	-Peer learning	<u>WB</u> <u>1- Finish the following dialogue</u>		
		muscles, breathing and	-Work groups	2 -Read and correct the underlined words		
		balance.	-Team teaching	<u>3- Complete the sentences using the <i>-ing</i></u> form of these verbs		
		4- Other people	-Pair work	Assessment:		
		understand people's		Oral questions: Written Exercises		
		feelings very well.				5 m

Home Assignment:WB page 31

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Supervisor

8 How

How we learn

SB pages 40-44 WB pages 30-32

 Day
 Date
 Period
 Class

 Image: Comparison of the second seco

Lesson	(3)	SB Page	(42)	
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Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to: • To talk about using	-Internet	research	-Discussion	Do you prefer to use a book or the internet to find information for your homework?	Teacher's preparation	15m
the internet.		online	-Inductive	Presentation:	book	
the internet.	-Student's book	puzzle	-Study circles	<u>1- Discuss these questions in pairs</u> - Ask the students what the people in the		
• To listen to a	-Workbook	partner	Problem solving	pictures are doing. Ask whether they enjoy	Studente?	
conversation about	-Teacher's guide	<u>Structures:</u> -I'm afraid that I (have a	-Brainstorming	doing these activities themselves. 2- Listen to a teacher talking to Salma and	Students' note books	
online research.		problem using the	-Co- operative	her mother. What is Salma's problem?	DOOKS	
	-Library	internet).	-learning	 Ask the students to read the question. Then play the recording and ask them to 	Student's'	15m
 To practise talking 	-Board	-I find it difficult to (look	-Discovery	listen for the answer. Tell them not to worry	activity	
about problems and	-Cassette	for the information that I	-Role playing	about any words they don't recognise. <u>3- Listen again and answer the questions</u>	books	
asking about and	Flack courds	need).	-Individual	- First, ask the students to read the		
offering help.	-Flash cards	needj.	-Peer learning	questions. Encourage them to note down any answers they think they already know.		
		-Have you got any	-Work groups	4- Work in pairs		
		problems?	-Team teaching	-Students read the Functions box, saying		
		-What's the matter?	-Pair work	each expression aloud. Assessment:		
		-Let me see if I can help.		Oral questions: Written Exercises		5m

Home Assignment:SB page 42

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

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UNI		
<u> </u>	-	

8

How we learn

SB pages 40-44 WB pages 30-32

Lesson (4) SB Page (44) WB Page (31)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	advise	-Discussion	What would you do if your brother has a	Teacher's preparation	
	-internet	advice	-Inductive	problem with a project? Presentation:	book	15m
• To ask and	-Student's book	problem		1- Do the quiz about solving problems.		
answer a quiz		card	-Study circles	Compare your answers in pairs and say why		
about solving	-Workbook	Structures:	Problem solving	you chose your answer	Students'	
problems.	-Teacher's guide	- A new student has	-Brainstorming	- Ask the students to read the first item in the quiz and to choose the answer which they	note	
		arrived in the class from	-Co- operative	agree with. Then hold a short class	books	
• To discuss talking	-Library	another country. You:	-learning	discussion and encourage students to share		
about problems	-Board		_	their ideas.	Student's'	
• To write a quiz	-DOaru	<u>a</u> -talk to the students in	-Discovery	<u>2- Discuss in pairs</u> - Students read the questions. Allow them	activity	
•	-Cassette	your class about what	-Role playing	some time to think about their answers.	books	15m
for other students		you can do to help the	-Individual	<u>3- Project</u>		
to answer.	-Flash cards	new student feel happy	-Peer learning	<u>WB</u>		
		at your school.	•	1- Match the words and phrases with their		
		here in the state of the	-Work groups	meanings 2- Complete the sentences with words and		
		<u>b</u> -wait for the new	-Team teaching	phrases from exercise 1		
		student to talk to you.	-Pair work	<u>3- Complete the dialogue</u>		
				<u>4- Write seven sentences about how using</u> <u>computers late at night can affect your sleep</u>		
				Assessment:		Fue
				Oral questions:		5m
				Written Exercises		
lome Assignment: <u>WB Page</u> Self-Evaluation: () I've ach		objectives or () I haven't	t achieved all the objec	tives for some reasons. I'll try hard to achieve t	hem.	
Teacher	Senior te	eacher		Supervisor Dire	ector	

8

Review

How we learn

SB pages 40-44 WB pages 30-32

SB Page (44) WB Page (32)

 Day
 Date
 Period
 Class

 Image: Comparison of the second seco

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet		-Discussion	What do you remember about " How we learn'?	Teacher's preparation	
 To review and 		No	-Inductive	Presentation:	book	15m
practise the vocabulary and	-Student's book	new	-Study circles	 <u>1- Look at the pictures. Which one shows</u> Ask the students to look at the pictures and 		
structures of the unit	-Workbook	vocabulary	Problem solving	say what they can see. Then ask them to look		
• To practise word	-Teacher's guide		-Brainstorming	at the questions and example answer. <u>2- Complete the sentences using <i>-ing</i> forms</u>	Students' note books	
building skills.			-Co- operative	- Read out the instruction and the first	DOOKS	
bunuing skins.	-Library		-learning	sentence, completed as the example.		
	-Board	Structures:	-Discovery	<u>3- Complete the mini-dialogue</u> 1- Ask a student to read out the first sentence	Student's' activity	
	-Cassette		-Role playing	in the dialogue, completed as the example. 2- Allow time for the students to complete	books	15m
	-Flash cards	No	-Individual	the task and then compare answers in pairs.? WB		
		new	-Peer learning	<u>1- Complete the sentences with the correct</u>		
		Structures	-Work groups	form of do or use		
			-Team teaching	2- Match the advice to the problems 3 -Write three more problems and pieces of		
			-Pair work	advice for these problems		
				Assessment:		
				Oral questions: Written Exercises		5m

Home Assignment: <u>WB Page (32)</u>

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Supervisor

• The senses

SB pages 45-49 WB pages 33-35

Lesson (1) SB Page (45)

 Day
 Date
 Period
 Class

 Image: Comparison of the second seco

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	equipment	-Discussion	What do you know about Braille? <u>Presentation:</u>	Teacher's preparation	
• To talk about	-Student's book	work out improve	-Inductive	<u>1 -Look at the pictures and match the</u> questions with their answers?	book	15 r
Braille.	-Workbook	system blind	-Study circles	1- Draw attention to the Objectives box on		
• To read about		bind	Problem solving	page 45, which refers to the objectives of the unit, and explain in Arabic if necessary.	Students'	
Louis Braille and	-Teacher's guide	<u>Structures:</u>	-Brainstorming -Co- operative	2- Ask the students to work in small groups to match the questions and answers.	note books	
answer	-Library	Non-defining relative clauses	-learning	2- Read the magazine article and check your answers to exercise 1		
questions.	-Board		-Discovery	- Ask the students to look at the title of the article. Ask them if they know who Louis	Student's' activity	15 ו
	-Cassette		-Role playing	Braille was and what he did. Tell them that they are going to find out more about him	books	
	-Flash cards		-Individual	and the system he invented.		
			-Peer learning	<u>3- Answer the questions</u> 1- Ask the students to read the text again		
			-Work groups	more carefully and answer the questions.		
			-Team teaching	2- Check the answers with the whole class.		
			-Pair work	<u>Assessment:</u> Oral questions: Written Exercises:		
						5 r

<u>Sen Evaluation</u> () i ve deme ved an the lessons objectives

Senior teacher

Supervisor

Director

Teacher

UNIT		Da	ay	Date	Period	Class
9	The senses SB pages 45–49 WB pages 33–35					
Les	son(2)SBPage(46)WBPage(33)					

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:	lut and at	Non-defining	-Discussion	When was Brialle born?	Teacher's	5 m
_	-Internet	relative clauses	-Inductive	<u>Presentation:</u> 1-Underline the relative clauses. Circle the	preparation book	
• To use non-	-Student's book	Structures:		noun that each relative clauses gives you		15 m
defining relative		1 Louis Desille who was	-Study circles	more information about		
clauses.	-Workbook	1- Louis Braille, who was	Problem solving	- Elicit relative pronouns and ask which ones	Students'	
	-Teacher's guide	born in 1809, became	-Brainstorming	are used with people (<i>who, that</i>), places	note	
	reaction 5 guide	blind after an accident	-Co- operative	(<i>where</i>) and things/animals (<i>which</i> , <i>that</i>). 2- Join the sentences using a non-defining	books	
	-Library	when he was three.	·	relative clause		
	- ·	2- Louis went to school	-learning	- Write the prompts for the example on the	Student's'	
	-Board		-Discovery	board and construct the sentence including a relative clause as a class.	activity	
	-Cassette	in his village, where his	-Role playing	3- Complete the following with non-	books	15 m
		father made equipment	-Individual	defining relative clauses		
	-Flash cards	for horses.		<u>WB</u>		
		3- Barbier, who was a	-Peer learning	<u>1- Match the words and their meanings</u>		
		soldier, showed the	-Work groups	2- Read and correct the mistakes in these		
		students his own system	-Team teaching	sentences 3 -Rewrite the sentences using non-defining		
		2	-Pair work	relative clauses		
		of dots on paper.		Assessment:		
				Oral questions:		
				Written Exercises		5 m

Home Assignment:WB page 33

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

UNIT	Day	Date	Period	Class
The senses SB pages 45–49 WB pages 33–35				
Lesson (3) SB Page (47)				

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:			-Discussion	What do you know about orchestra?	Teacher's	
 To talk about an 	-Internet	Set up	-Inductive	Presentation: <u>1- Can you work out the meaning of the</u>	preparation book	15m
orchestra.	-Student's book	Hand out		phrasal verbs in red?		
• To listen to a		accept	-Study circles	1- Ask the students to look at the words in		
conversation about	-Workbook	take turns	Problem solving	red, and to work in pairs to decide what they mean.	Students'	
an orchestra.	-Teacher's guide	Structures: -Would you like to (go	-Brainstorming	2- Check the answers but do not confirm	note	
• To practise inviting,		to)?	-Co- operative	them at this point.	books	
and	-Library	-I'd like to invite you to	-learning	2- Look at the picture. Who do you think can join the Al Nour wal Amal orchestra?		15m
accepting/refusing	-Board		Ū	<u>3 -Listen and check your answers to</u>	Student's'	
invitations.		-I'd love to!	-Discovery	exercises 1 and 2	activity books	
	-Cassette	-That / It sounds great.	-Role playing	4 -Listen again and complete the sentences	DOOKS	
• To carry out an	-Flash cards	-I'm sorry	-Individual	- Ask the students to look at the sentences		
internet search about		-I'm afraid I can't	-Peer learning	and elicit possible endings. 5 -Work in pairs		
the Al Nour		-I'd love to, but I can't	-Work groups	- Write <i>inviting people</i> , accepting invitations		
wal Amal orchestra.		because	-Team teaching	and <i>refusing invitations</i> on the board. Ask		
			c	about what kind of invitations people might make, for example, to a birthday party, a		
			-Pair work	wedding or sports match.		5m
				Assessment:		5
				Oral questions:		
				Written Exercises		

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

UNIT			Day	Date	Period	Class	
	5es 45–49 WB po SB Page (48) WB						
Objectives	Teaching Aids	Contact	Strategies	Procedures		Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	Internet	Sign language	-Discussion	What do you know about sign	language?	Teacher's preparation	
	-Internet	take up	-Inductive	Presentation: 1- Choose the correct answer		book	15m
• To read about a	-Student's book	slightly		- Ask the students whether they h	ave heard		
deaf school in		deaf	-Study circles	of the Deaf School in Cairo. Ask	why they		
Cairo.	-Workbook	Structures:	Problem solving	think it might be helpful for there		Students'	
	-Teacher's guide		-Brainstorming	school especially for deaf student 2 -Complete the fact file	.S.	note	
• To talk about	U	1- Do you think that	-Co- operative	- Ask the students to read the text	and	books	
	-Library	everyone should learn	-learning	complete the fact file with relevan	nt		
sign language.	-Board	sign language? Why?	2	information.		Student's'	
	-board	/ Why not?	-Discovery	<u>3- Critical thinking</u>	1 groups to	activity	
	-Cassette		-Role playing	-Ask the students to work in smal discuss the questions.	in groups to	books	15m

-Individual

-Peer learning

-Work groups

-Team teaching

-Pair work partner Assessment: **Oral questions:** Written Exercises Home Assignment: WB Page (34) Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them. Teacher

2- How do you think

we can help to make

the everyday lives of

deaf people

easier?

Senior teacher

-Flash cards

Supervisor

WB

<u>c or d</u>

1- Choose the correct answer from a, b,

2- Put the dialogue in the correct order

3-Accept or refuse these invitations

4 -Now write an invitation for your

Director

5m

9

The senses

SB pages 45-49 WB pages 33-35

Review

SB Page (50) WB Page (36)

Day	Date	Period	Class

Objectives	Teaching Aids	Contact	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:			-Discussion	What do you remember about senses?	Teacher's	
	-Internet		-Inductive	Presentation:	preparation book	15m
 To review and 	-Student's book	No		<u>1 -Replace the red words with these</u>	book	1211
practise the		new	-Study circles	<u>phrasal verbs</u> 1 -Elicit the phrasal verbs from the unit.		
vocabulary and	-Workbook	vocabulary	Problem solving	2- Then ask the students to read the example	Students'	
structures of the			-Brainstorming and complete the rest of the exercise in pairs.	note		
unit	-Teacher's guide		-	2 -Add the correct non-defining relative	books	
	-Library		-Co- operative	<u>clauses a–f to these sentences</u> - Elicit what the students have learned about		
• To learn how to	,		-learning	non-defining relative clauses from the unit.	Otudantial	
	-Board	Structures:	-Discovery	<u>3- Complete the mini-dialogues with the words</u>	Student's' activity	
write and lay out	a		-Role playing	- Elicit ways to invite someone to do	books	
addresses.	-Cassette			something and to accept or refuse an		15m
	-Flash cards	cards No new Structures	-Individual	invitation. WB		
			-Peer learning	<u>WB</u> 1- Complete the invitation with these words		
			-Work groups	2- Read the invitation again and answer the		
				<u>questions</u>		
			-Team teaching	<u>3 -Write what you would say in each of the</u> following situations.		
			-Pair work	4 -Rewrite the following using the words in		
				<u>brackets</u>		
				Assessment:		5m
				Oral questions: Written Exercises		5
ome Assignment:. WB Pag						
elf-Evaluation: () I've ach	ieved all the lessons	objectives or () I haven	't achieved all the objec	tives for some reasons. I'll try hard to achieve t	hem.	
Teacher	Senior tea	chor		Supervisor	Director	

	SB pages 50-51		Day	Date	Period	Class
	WB pages 36-39					
<u>Lesson (1) SB Page (50)</u>						

ata show Iternet	<u>New vocabulary</u> : <u>No</u>	-Lecture -Discussion	Warm up and revision: What do you remember about sports?	Teacher's	5m
		-Discussion	What do you remember about sports?	Teacher's	1
			Presentation:	preparation	
	New	-Inductive	<u>1- Ask and answer</u>	book	15m
udent's book	vocabulary	-Study circles	- Ask the students to look at the pictures and say what they can see (the O2 Arena in		J
/orkbook	<u></u>	Problem solving	London; Egyptian artefacts).	Students'	J
eacher's guide		-Brainstorming		note	J
-Library	<u>Structures:</u>	-Co- operative	1- Ask the class to read the text.	books	J
		-learning			J
-Board -Cassette	Na	-Discovery	1- Ask students to read the first sentence and	Student's' activity books	
		-Role playing			
-Flash cards	structures	-Individual	exhibition).		15n
		-Peer learning	2- Allow time for the students to complete the task. Then check the answers as a whole class,		J
		-Work groups	encouraging them to correct the false sentences.		
		-Team teaching	Assessment:		J
		-Pair work	Oral questions: Written Exercises:		
					5m
ea b o	acher's guide rary ard ssette	acher's guide rary ard ssette Ssette Structures: <u>No</u> <u>New</u> Structures	acher's guide rary ard ssette sh cards	acher's guide raryStructures:-Brainstorming-2- Read Andy's blog and check your answers to exercise 1ardStructures:-Co- operative -learning1- Ask the class to read the text. 2- Check their answers.ardNo ssette-Discovery -learning1- Ask students to read the first sentence and provide the correct information (The teacher handed out some information about the exhibition). 2- Allow time for the students to complete the task. Then check the answers as a whole class, encouraging them to correct the false sentences.ardNo Structures-Individual -Peer learning -Work groups2- Read Andy's blog and check your answers to exercise 1ardNo - Individual - Peer learning -Work groups-Individual - Ream teaching -Work groups2- Allow time for the students to complete the task. Then check the answers as a whole class, encouraging them to correct the false sentencesTeam teaching - Pair work-Assessment: Oral questions:	acher's guide raryStructures:-Brainstorming -Co- operative -learning-Co- operative -Co- operative -learning-Co- operative -Co- operative -learningStudents'n note booksStudents' note booksardNo No New-Discovery -Role playing -Role playing-I- Ask students to read the first sentence and provide the correct information (The teacher handed out some information about the exhibition). 2- Allow time for the students to complete the task. Then check the answers as a whole class, encouraging them to correct the false sentences.Student's' activity bookssh cards-Discovery New Structures-Individual -Peer learning -Work groups2- Allow time for the students to complete the task. Then check the answers as a whole class, encouraging them to correct the false sentences.Student's' activity books

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher	Senior teacher	Supervisor	Director

	SB pages 50- WB pages 36		Day	Date	Period	Class	
esson (2) SB Page (51)						
Objectives	Teaching Aids	Contact	Strategies	Procedure	S	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet	Νο	-Discussion	Do you like maths? Presentation:		Teacher's preparation	
To review and		New	-Inductive	<u>1- Choose the correct word</u>		book	15m
oractise the	-Student's book	vocabulary	-Study circles	- Read out the first sentence, the example.	, completed as		
ocabulary and	-Workbook		Problem solving	2- Listen and complete the d	lialogue	Students'	
structures of Units 7- 9	-Teacher's guide	<u>Structures:</u>	-Brainstorming	- Tell the students they are g conversation between Dina a	-	note books	
	-Library		-Co- operative	them to read the dialogue ar			
		-learning	about (they are talking about 3- Work in pairs. Use non-de		Student's'		
	-Board	<u>No</u>	-Discovery	clauses to add information t	o these	activity	
	-Cassette	<u>New</u> <u>structures</u>	-Role playing	sentences - Read out the instruction and		books	15m
	-Flash cards	structures	-Individual	student to read out the example in the speech			
			-Peer learning	bubble. <u>4 -Listen and complete these</u>	e words with the		
			-Work groups	missing letters. Then listen a	again and repeat		
			-Team teaching	the words- Read out the instruction and			
			-Pair work	students to look at the words they are.	and guess what		
				Assessment: Oral questions:			F ree
				Written Exercises:			5m

Home Assignment: <u>SB Page (51)</u>

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher	Senior teacher	Supervisor	Director