

PREP (1) / 2ND TERM

Preparation Notebook

Unit (7)

1- Lesson (1)

2- Lesson (2)

3- Lesson (3)

4- Lessons (4 , 5)

5- Lessons (6 , 7)

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	1	How was your weekend ?	SB : 2, 3 WB : 70

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read a about some opinions about a fantastic day .

2- Listening : To listen to Deena talking about her birthday .

3- Speaking : To talk about things that happened in their life (Ss) .

4- Writing : To write diary entry giving their opinion about a fantastic day (Ss).

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll write the title of the unit on the board . I'll ask the students to tell me what they think this means and what they will study in the unit. I'll confirm any correct answers.

Steps to follow**Warming- up :**

I'll write the following question on the board **"What did you do last weekend ?"** .
I'll listen to some students and ask them to come to the front of the classroom to tell me about their favourite food .

Presentation :
Back**New lexical / Vocabulary items :**

Weekend , funfair , planetarium , aquarium , museum , sports centre , exhibition , dolphin , star , tennis , swimming , football match , football stadium , bowling alley , restaurant , diary , birthday , haircut , ride a wheel , go bowling , listen to .

New structure / grammar :

- He went to the museum last night .
- They went bowling three days ago .
- I had a haircut two weeks ago .

Language Functions :

- Talking about your last weekend .
- Using past time expressions .

Practice :**SB EX :** (1) Look at the photos . Which places do you have in your area ?

I'll ask the students to look at the photos. I'll ask them to tell me which places of these photos they have in their area . I'll ask them to work individually .

SB EX : (2) Read the answers to Ziad's questions and answer these questions .

I'll ask the students to read the answers to Ziad's questions . I'll ask them to read the questions of this exercise and answer them in pairs .

SB EX : (3) Listen to Deena talk about her birthday . Tick (✓) the correct diary .

I'll tell the students that they have to listen to Deena who talks about her birthday . I'll play the recording and ask them to tick the correct diary .

Back

WB EX : (1) Where did these people go ? Complete the sentences with words from the box .

I'll ask the students to read the words in the box and elicit the meanings.

I'll ask them to look at the example and explain that they have to complete the rest of the sentences using the words in the box.

WB EX : (2) Correct the underlined words in these sentences .

I'll tell the students that they have to read the first example and its answer . I'll ask all the students to answer the rest of the sentences in the same way . I'll check their answers .

WB EX : (3) Answer the questions .

I'll ask the students to read the questions . I'll ask them to work in pairs to answer these questions . I'll invite different students to write their answers on the board .

Feedback (Assessment) :

- Read and correct the underlined words :

1- I went to the funfair and rode on the big whale .

2- They go bowling three days ago .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : Your last weekend .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period

Unit No.	Lesson No.	Topic	Page (s)
7	2	How was your weekend ?	SB : 4 , 5 WB : 71

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read Adam's diary .

2- Listening : To listen to the teacher reading Nahla's diary .

3- Speaking : To ask and answer questions about Adam's diary .

4- Writing : To complete Nahla's diary using the past tense form .

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board **"What did you do last weekend ?"** .

Steps to follow

Warming- up :

I'll write the following question on the board **"Write a diary about your weekend?"** . I'll listen to the students and ask some of them to come to the front of the classroom and write about their weekend as a diary on the board.

Presentation :Back**New lexical / Vocabulary items :**

Diary , school uniform , school canteen , nervous , friendly , homework , swimming pool , fantastic , sports centre , lunch , great , fun , café , remember , teach .

New structure / grammar :

- I **went** to the sports centre yesterday .
- I **didn't go** to the funfair centre yesterday .
- They **should go** to the swimming pool .

Language Functions :

- Talking about your last weekend .
- Writing a diary about your weekend .

Practice :

SB EX : (1) Read Adam's diary . What do you think the word nervous mean and why does Adam feel this ?

I'll ask the students to read Adam's diary . I'll ask the students to guess the meaning of the word "**nervous**" . I'll ask them to search for the reasons which made Adam nervous .

SB EX : (2) Read again and answer the questions .

I'll ask the students to read Adam's diary again . I'll ask them to read the questions . I'll ask them to read the example answer . I'll ask them to answer the rest of the questions as in the example. I'll ask them to work in pairs .

SB EX : (3) Ask and answer the questions in pairs .

I'll ask the students to Adam's diary again . I'll ask them to ask and answer in pairs . I'll invite two students to the front of the classroom to ask and answer the first question . I'll ask the students to work like them .

Back**WB EX :** (1) Complete Nahla's diary with the correct past tense form .

I'll elicit the rule of past tense . I'll give the students some examples of verbs in past tense . I'll refer to the written example in this exercise (have - had) . I'll ask the students to complete the exercise as in the example .

WB EX : (2) Hany did all the things on his plan for last Saturday .Write the sentences in the past tense .

I'll ask the students to read the example . I'll ask them look at the table and use the written phrases to make new sentences in the past tense . I'll ask them to work in pairs .

WB EX : (3) Read about Ismail's family . Where should they go and what activities should they do for Ismail's birthday?

I'll ask the students to read the written text . I'll ask them to work in groups to answer the questions . I'll check their answers .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- We had lunch together in the school toilet .
- 2- He should goes to the swimming pool .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Your plans for the weekend .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	3	How was your weekend ?	SB : 6 , 7 WB : 72

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read about the types of music .

2- Listening : To listen to an interview with the musician Marvin Allstar .

3- Speaking : To discuss the music they like in pairs (Ss) .

4- Writing : To write the questions to the written answers .

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board **"What did you do last weekend ?"** .

Steps to follow**Warming- up :**

I'll write the following question on the board **" What type of music do you like? "** .
I'll listen to the students to tell us about their favourite types of music. I'll write their answers on the board .

Presentation :Back**New lexical / Vocabulary items :**

music , musician , jazz music , opera music , classical music , pop music , rock music , traditional music , musical instrument , trumpet .

New structure / grammar :

- **Did** you go to the park ? Yes , I did . / No , I didn't .
- **Are** you happy ? Yes , I'm . / No , I'm not .
- **What** music does he like ? He likes pop .

Language Functions :

- Talking about the types of music .
- Telling about your favourite type of music .

Practice :

SB EX : (1) Listen to an interview with the musician Marvin Allstar .

Which four types of music do they talk about ?

I'll tell the students that they have to listen to the recording about an interview with the musician Marvin Allstar . I'll tell them that they have to define the four type of music they talk about .

SB EX : (2) Listen again and complete these sentences .

I'll play the recording again . I'll ask the students to look at the example answer . I'll ask the students to complete the exercise in the same way . I'll ask them to work individually .

SB EX : (3) Correct the underlined words .

I'll explain the rule of questions structures . I'll refer to the main two types of the questions . I'll ask the students to read the example answer . I'll ask them to complete the rest of the sentences as in the example .

Back

WB EX : (1) Write the type of music for each photo . Tick (✓) the music you like and compare your answers with your partner .

I'll ask the students to read the words in the box . I'll ask them to look at the photo . I'll ask them to write the type of music for each photo . Finally , I'll ask them to tick the music they like .

WB EX : (2) Match to make questions .

I'll ask the students to look at the grammar rule of making questions in the student's book . I'll ask them to look at the two columns . I'll tell them that they have to match to make questions .

WB EX : (3) Now answer the questions in Exercise 2 .

I'll ask the students to read the questions they made . I'll ask the students to answer them . I'll invite two students to role-play the exercise . One of them reads the questions . The other student reads the answers . I'll ask the rest of the class to check their dialogues .

Feedback (Assessment) :

- Read and correct the underlined words :

1- He likes gas music .

2- Did you go to the park ? Yes , I go .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **The types of music .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	4, 5	How was your weekend?	SB : 8, 9 WB : 73, 74

Objectives :

By the end of the lessons , students will acquire the following skills (integrated) :

1- Reading : To read a about Robinson Crusoe story .

2- Listening : To listen to three people talk about their weekend .

3- Speaking : To ask and answer questions using some expressions like "It is Ok" .

4- Writing : To write what would they say in some situations using because and although (Ss).

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board **"What type of music do you like?"** .

Steps to follow

Warming- up :

I'll write the following question on the board **"Have you ever read Robinson Crusoe story?"** . I'll listen to the students' answers . I'll ask them to tell me what they know about Robinson Crusoe .

Presentation :Back**New lexical / Vocabulary items :**

Story , adventure , sailor , sink , swim , terrible , storm , island , nearby , alone , coconut , jungle , cave , rain , cold , warm , wet , delicious , fantastic , great , dead , theatre , pizza , mobile phone .

New structure / grammar :

- She can walk on the beach .
- He can't sleep on a bed .
- His ship sank because there was a terrible storm .
- Although he is hungry , he doesn't want to eat pizza .

Language Functions :

- Reading Robinson Crusoe .
- Using some expressions .
- Using some words to give reasons and contrast information .

Practice :

SB EX : (1) Read about Robinson Crusoe . What did Crusoe want to find ?

I'll ask the students to read the story in page 8 in SB . I'll ask them to underline any difficult words and try to guess their meanings . I'll ask them to work in groups . I'll ask them to tell me what Crusoe wanted to find .

SB EX : (2) Answer the questions .

I'll ask the students to read Robinson Crusoe story again . I'll ask them to read the questions . I'll ask them to answer these questions in pairs. I'll check their answers.

SB EX : (3) Listen to three people talk about their weekend . Match the person to the photos .

I'll tell the students that they have to listen to the recording about three people who talk about their weekend . I'll ask them to look at the written names and the photos . I'll ask them to match the written names to the photos .


Back

WB EX : (1) Match the words from Robinson Crusoe with their meanings .

I'll ask the students to at the two columns . I'll ask them to read the example answer. I'll ask them to match the words with their meanings as in the example . I'll check their answers .

WB EX : (2) Are these sentences true (T) or false (F) ?

I'll ask the students to read the answered example . I'll ask them to read the other sentences . I'll ask them to decide whether they are true or false. I'll ask the students to compare their answers with partners .

WB EX : (3) Write what you would say in the following situations .

Give a reason using although or because .

I'll explain the usage of the two words (although , because) . I'll refer to the two examples in SB page 9 . I'll ask the students to read the sentences in the exercise . I'll ask them to use the words (although , because) . I'll ask them to work in pairs .

Feedback (Assessment) :

- Read and correct the underlined words :

- 1- A wave is a hole in the mountain .
- 2- His ship sank so there was a terrible storm .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **A story you have read .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	6, 7	How was your weekend?	SB : 10, 11 WB : 75, 76

Objectives :

By the end of the lessons, students will acquire the following skills (integrated) :

1- Reading : To read Dalia's diary and the writing tips .

2- Listening : To listen to the teacher reading Ameer's diary .

3- Speaking : To ask and answer questions about some places .

4- Writing : To write a diary giving their opinions about a fantastic day (Ss) .

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last two lessons . I'll write the following question on the board " **What do you know about Robinson Crusoe story?** " .

Steps to follow**Warming- up :**

I'll write the following title on the board " **How to write a diary** " . I'll ask the students to tell me the right steps to write a good diary . I'll listen to the students' answers . I'll write some examples on the board to confirm their answers .

Presentation :Back**New lexical / Vocabulary items :**

Baby , tired , kitchen , breakfast , shop , milk , bread , laptop , barbecue , plan , windy , hope , try , maths , wake up , stay , enjoy , beautiful , interesting .

New structure / grammar :

- He **went** to the museum last night .
- I **didn't go** to the funfair centre yesterday .
- **Did** you go to the park ? - Yes , I did . / No , I didn't .

Language Functions :

- Learning how to write a diary .
- Giving your opinion about a fantastic day .

Practice :**SB EX :** (1) Read Dalia's diary and the writing tips . What was her opinion of the terrible day ? Why ?

I'll ask the students to read Dalia's diary and the writing tips . I'll ask the students to underline the difficult words and guess their meanings . I'll ask the students to work in small groups and tell us about Dalia's opinion of the terrible day . I'll ask them to tell us the reason .

SB EX : (2) Read the diary again and answer the questions .

I'll ask the students to read Dalia's diary again . I'll ask them to read the questions . I'll ask them to answer these questions in pairs .

SB EX : (3) Reorder the words to make questions . Then ask and answer the questions .

I'll ask the students to read the example answer . I'll ask them to read the other words and reorder them to make questions . I'll ask them to answer these questions . I'll invite two students to role-play this exercise in front of the class .

Back

WB EX : (1) Read Ameer's diary and complete with capital letters , full stops or exclamation marks (!) .

I'll ask the students to read Ameer's diary . I'll tell them that this diary is not completed . I'll tell them that they have to complete this diary with capital letters , full stops or exclamation marks . I'll check their answers .

WB EX : (2) Write a diary entry giving your opinion about a fantastic day .

I'll ask the students to write about a fantastic day in their notebooks . I'll ask them to write about things they do at different times of the day . I'll ask them to follow the writing tip they learnt.

WB EX : (3) Complete the sentences with these time expressions .

I'll ask the students to look at the box and read the time expressions . I'll read the example answer . I'll ask them to complete the exercise in the same way .

Feedback (Assessment) :

- Read and correct the underlined words :

- 1- I went to the ketchup for breakfast .
- 2- I enjoy read my favourite book in the car .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : A fantastic day in your life .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

PREP (1) / 2ND TERM

Preparation Notebook

Unit (8)

1- Lesson (1)

2- Lesson (2)

3- Lesson (3)

4- Lessons (4 , 5)

5- Lessons (6 , 7)

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			8	1	The amazing world around us	SB : 12 , 13 WB : 77

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read about some different places .

2- Listening : To listen to a recording about measurements .

3- Speaking : To ask and answer questions about measurements of some buildings .

4- Writing : To write some examples about the important buildings in Egypt .

***Life Skills :** Self-management , making decisions , respecting different opinions .

Values :

Independence , tolerance and acceptance , peace , curiosity .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :**Vital Resources**

(SB , WB , teacher's guide) .

EKB Resources

(Audio , video , links , dictionaries) .

Teaching Aids

(Laptop , internet , data show) .

Review :

I'll write the title of the unit on the board . I'll ask the students to tell me what they think this means and what they will study in the unit. I'll confirm any correct answers.

Steps to follow**Warming- up :**

I'll write the following question on the board "What are the most important buildings in your country ?" . I'll listen to some students and ask them to come to the front of the class to tell me the most important buildings they know in our country. I'll ask the students to work in small teams to brainstorm a list of important buildings .

Presentation :Back**New lexical / Vocabulary items :**

Amazing , world , around , bridge , Tahya Masr Bridge , city , pyramid , tower , tunnel , under the ground , Lake Baikal , Russia , desert road , Abraj Al-Bait Clock Tower , Saudi Arabia , the Luxor temple , Japan , Tokyo , Italy , Mexico .

New structure / grammar :

- **How long** is the Cairo - Alexandria desert road ?
- It's **220 kilometre long** .
- **How deep** is Lake Baikal in Russia ?
- It's **1,642 metres deep** .

Language Functions :

- Talking about important buildings .
- Talking about measurements .

Practice :

SB EX : (1) Find these things in the photos . Can you guess the countries they are in ?

I'll ask the students to read the words in the box and try to elicit their meanings . I'll ask them to look at the photos . I'll ask them to match the words to the photos . Finally , I'll ask them to guess the countries they are in .

SB EX : (2) Match the measurements and the photos on page 12 .

I'll ask the students to read the example answer and go to page 12 to look at its photo . I'll ask them to read the rest of the sentences and match them to the photo on page 12 . I'll check their answers .

SB EX : (3) Work in pairs . Make questions . Then ask and answer :

I'll ask the students to read the example in the speech bubble . I'll ask them to make the questions in the same way . Then , I'll ask them to answer the questions using the written measurements .

**WB EX :** (1) Complete the sentences with the words from the box .

I'll ask the students to read the words in the box and elicit the meanings.

I'll ask them to look at the example answer and explain that they have to complete the rest of the sentences using the words in the box.

WB EX : (2) Listen and write the large numbers .

I'll ask the students to listen to the recording and write the large numbers . I'll ask them to read the example answer . I'll ask them to complete the exercise in the same way . I'll ask them to compare their answers with partners .

WB EX : (3) Complete the fact file with these dates and numbers .

I'll ask the students to look at the numbers in the box . I'll ask them to look at the table . I'll ask them to complete the table with the written dates and numbers from the box . I'll check their answers as a whole class .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- How long is the Cairo-Alexandria desert road ? - It's 220 kilograms long .
- 2- They are digging underground tower in the mountain .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

The important buildings in your country .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			8	2	The amazing world around us	SB : 14 , 15 WB : 78

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read a text about pyramids , buildings and capital cities .

2- Listening : To listen to a recording about comparative and superlative adjectives .

3- Speaking : To ask and answer questions about some places and buildings .

4- Writing : To complete some sentences using the adjectives .

***Life Skills :** Self-management , making decisions , respecting different opinions .

Values :

Independence , tolerance and acceptance , peace , curiosity .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board " What are the most important buildings in your country ? " .

Steps to follow**Warming-up :**

I'll write the following question on the board " What is the tallest building in the world ? " . I'll listen to some students and ask them to come to the front of the class to tell me about the tallest building . I'll write the right answer on the board : "Burj Khalifa"

Presentation :**New lexical / Vocabulary items :**

Pyramid , The Pyramids of Giza , the Red Pyramid , Shanghai Tower , Al Hamra Tower , capital city , Bangkok , Brasilia , population , Mount Everest , Mount Kilimanjaro , Nile river , Amazon river , crowded , empty , low , modern , narrow , noisy , old , quiet .

New structure / grammar :

- Mount Everest is **higher than** Mount Kilimanjaro .
- Cairo is **more crowded than** Port Said .
- Italian food is **better than** American food.

Language Functions :

- Descriptions of buildings and places .
- Buildings and places comparison .

Practice :**SB EX :** (1) Ask and answer the questions in pairs .

I'll ask the students to read the adjectives in the box . I'll ask them to elicit their meanings . I'll ask them to look at the photos . I'll ask them to use the adjectives to describe these photos . I'll ask them to work in pairs .

SB EX : (2) Work in pairs and do the quiz .

I'll ask the students to read the three titles (Pyramids , buildings and capital cities) . I'll ask the students to read the first part of the questions under the title (Pyramids). I'll ask them to answer the questions in pairs . I'll ask the students to answer the other two parts in the same way .

SB EX : (3) Listen and complete the table with the missing examples .

I'll explain the grammar rule of comparative and superlative . I'll ask them to look at the table . I'll tell them that they have to listen to the recording to complete the table . I'll ask them to work individually .

Back**WB EX :** (1) Complete the sentences with the words from the box .

I'll ask the students to read the words in the box and elicit the meanings.

I'll ask them to look at the example answer . I'll explain that they have to complete the rest of the sentences using the words in the box as in the example.

WB EX : (2) Correct the underlined words in these sentences .

I'll ask the students to read the example answer . I'll ask them to look at the underlined words . I'll tell them to correct these words as in the example . I'll ask them to work in pairs .

WB EX : (3) Research information about two cities or places that you know . Compare the places .

I'll ask the students to research information about two cities or places they know .

I'll ask them to answer the questions and write their answers in a table in their notebooks to compare these two places .

Feedback (Assessment) :**- Read and correct the underlined words :**

1- The Pyramids of Giza are modern . They were built 4,500 years ago .

2- Cairo is crowded than Port Said .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

The tallest buildings in the world .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			8	3	The amazing world around us	SB : 16 , 17 WB : 79

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read a text about the Tahya Masr Bridge .

2- Listening : To listen to a recording about the superlative adjectives .

3- Speaking : To describe and compare three buildings .

4- Writing : To write a paragraph about the most beautiful place they know (Ss).

***Life Skills :** Self-management , making decisions , respecting different opinions .

Values :

Independence , tolerance and acceptance , peace , curiosity .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board "What are the tallest buildings in the world ?".

Steps to follow**Warming-up :**

I'll write the following question on the board "What is the widest suspension bridge in the world ?". I'll listen to some students and ask them to come to the front of the classroom to tell me about the widest suspension bridge . I'll write the right answer on the board : "The Tahya Masr Bridge".

Presentation :
Back**New lexical / Vocabulary items :**

Wide , suspension bridge , Tahya Masr Bridge , glass floor , cross , open , sunset , beautiful , cheap , dangerous , expensive , high , low , modern , noisy , old , quiet , safe , tall , ugly , building , city centre .

New structure / grammar :

- Everest is **the highest** mountain in the world.
- London is **the most interesting** city in England.
- This is **the least popular** book in the library .

Language Functions :

- Description of the widest bridge .
- Using the superlative adjectives .

Practice :**SB EX :** (1) Read about the Tahya Masr bridge and answer the questions :

I'll ask the students to read the text about the Tahya Masr Bridge . I'll ask them to underline the difficult words they don't know and guess their meanings . I'll ask them to look at the written example answer. I'll ask them to answer the questions.

SB EX : (2) Listen and complete the table .

I'll explain the grammar rule of the superlative adjectives . I'll ask the students to look at the table . I'll tell the students that they have to listen to the recording to complete the table . I'll ask them to work individually . I'll check their answers .

SB EX : (3) Complete the sentences with the comparative or superlative form of the adjective in brackets :

I'll explain the comparative and superlative adjectives with some examples . I'll read the first part of the first sentence (the example answer) . I'll ask the students to read the second part of this sentence and the rest of the sentences and complete them in the same way . I'll ask them to work in small groups .

WB EX : (1) Match the opposites :Back

I'll ask the students to look at the adjectives in the box . I'll ask them to look at the example answer . I'll ask them to match each adjective with its opposite . I'll ask them to write them as in the example .

WB EX : (2) Complete the text with the superlative form of the words in brackets :

I'll refer to the superlative adjectives in (SB P.16) . I'll ask the student to look at the text . I'll ask them to look at the example answer (biggest) . I'll ask them to complete the exercise in the same way .

WB EX : (3) Write a paragraph about the most beautiful place or building you know :

I'll ask the students tell me about the beautiful places or buildings they know. I'll ask them to write about the most beautiful place or building . I'll ask them to use some adjectives from Ex 1 . Also , I'll ask them to use some comparative or superlative adjectives .

Feedback (Assessment) :- Read and correct the underlined words :

- 1- Mountain climbing is a safe sport .
- 2- Whale are the bigger animals in the world .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

The most beautiful place or building you know .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			8	4, 5	The amazing world around us	SB : 18, 19 WB : 80, 81

Objectives :

By the end of the lessons , students will acquire the following skills (integrated) :

1- Reading : To read a text about the Grand Egyptian Museum .

2- Listening : To listen to a recording about comparative and superlative adjectives .

3- Speaking : To ask and answer questions about museums .

4- Writing : To write your opinion about some different places .

***Life Skills :** Self-management , making decisions , respecting different opinions .

Values :

Independence , tolerance and acceptance , peace , curiosity .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :**Vital Resources**

(SB , WB , teacher's guide) .

EKB Resources

(Audio , video , links , dictionaries) .

Teaching Aids

(Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board “ What do you know about the Tahya Masr Bridge?” .

Steps to follow**Warming-up :**

I'll write the following question on the board “ What is your opinion of doing a sport every week ?” . I'll listen to some students and ask them to come to the front of the classroom to tell me about their opinions . I'll guide them to use some phrases like “ I think , I don't think” .

Presentation :Back**New lexical / Vocabulary items :**

Opinion , thin , agree , disagree , TV show , famous buildings , holiday places , school subjects , the Grand Egyptian Museum , valuable , treasure , competition , entrance , object , visitor , statue , large , modern , the British Museum , the Rosetta stone .

New structure / grammar :

- **The oldest** museum in Cairo opened in 1835 .
- The British museum is **older than** the Egyptian museum . It opened in 1759 .
- **The most beautiful** part of this museum is the entrance .

Language Functions :

- Giving opinions .
- Agreeing and disagreeing with opinions .

Practice :**SB EX :** (1) Listen and complete the sentences .

I'll ask the students to read the example answer . I'll tell them that they have to listen to the recording to complete the sentences. I'll play the recording . I'll ask the students to complete the exercise . I'll play the recording again to help them to check their answers .

SB EX : (2) Ask questions about the following in pairs . Agree or disagree .

I'll ask the students to read the words in the box . I'll ask them to read the examples in the speech bubbles . I'll ask them to look at the table . I'll ask them to use the words in the box with the phrases to make examples as in the speech bubbles .

SB EX : (3) Read the text . What is the main idea of the article .

I'll ask the students to read the text about the Grand Egyptian Museum . I'll ask them to underline the difficult words they don't know . I'll ask them to elicit their meanings . I'll ask them tell me about the main idea of this article .

Back**WB EX :** (1) Complete the questions with words from the box .

I'll ask the students to read the words in the box and elicit the meanings.
I'll ask them to look at the example answer . I'll tell them that they have to complete the rest of the questions using the words in the box.

WB EX : (2) Complete the text with the superlative form of these adjectives .

I'll ask the students to read the adjectives in the box . I'll ask them to look at the text . I'll ask them to look at the example answer . I'll ask them to complete the rest of the sentences with the superlative of the adjectives in the box .

WB EX : (3) Write these numbers and dates as words .

I'll refer to the numbers in SB P.19 . I'll ask the students to read the example answer . I'll tell them that they have to convert the numbers and dates to words as in the example . I'll ask them to work in pairs .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- The market is full of statues and precious treasures .
- 2- What is the better book you can think of ?

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **The museums .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			8	6, 7	The amazing world around us	SB : 20, 21 WB : 82, 83

Objectives :

By the end of the lessons , students will acquire the following skills (integrated) :

1- Reading : To read a text about Luxor monuments .

2- Listening : To listen to the speaker of the video about the seven wonders of the ancient world .

3- Speaking : To ask and answer questions about famous buildings and holiday places .

4- Writing : To write a review about a place they (Ss) visited .

***Life Skills :** Self-management , making decisions , respecting different opinions .

Values :

Independence , tolerance and acceptance , peace , curiosity .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board "What is your opinion of doing a sport every week ?" .

Steps to follow**Warming-up :**

I'll write the following question on the board . "Have you ever visited any ancient site in Luxor ?" . I'll listen to some students and ask them to come to the front of the classroom to tell me about the historical sites they have visited in Luxor .

Presentation :Back**New lexical / Vocabulary items :**

Wonderful , holiday , interesting , the valley of the kings , fantastic , column , crowded , similar , Karnak Temple , the Hypostyle Hall , Habu Temple , opinion , similar , Al Azhar park , café , fountain , playground , spend .

New structure / grammar :

- The Nile river is **longer than** the Amazon .
- Cairo is **more crowded than** Port Said .
- He is **the best** student in our class .

Language Functions :

- Talking about Luxor monuments .
- Comparison of holiday places and famous buildings .

Practice :**SB EX :** (1) Look quickly at the text . Choose the correct answer .

I'll ask the students to read the text carefully. I'll ask them to underline the difficult words they don't know . I'll ask them to guess their meanings . I'll ask them to choose the correct answer . I'll ask them to work in pairs .

SB EX : (2) Read the text again and answer the questions .

I'll ask the students to read the text again . I'll ask them to work in small groups . I'll ask them to read the questions . I'll ask them to answer the questions . I'll check their answers .

SB EX : (3) Work in pairs . Complete the sentences using the words in brackets . Do you agree or disagree ? :

I'll ask the students to read the example answer . I'll tell them that they have to use the adjectives in brackets and change them into comparative or superlative form as in the example . Then , I'll ask them to answer the question with (agree) or (disagree) as in the speech bubble.

WB EX : (1) Complete sentences with and , but or because .

I'll write the three conjunctions " **and , but , because** " on the board . I'll write these words in examples . I'll ask the students to read the example answer . I'll ask them to complete the rest of the sentences as in the example .

WB EX : (2) Circle the correct words and add any missing punctuation .

I'll ask the students to look at the text . I'll ask them to read the example answer . I'll ask them to circle the correct words as in the example . Also , I'll ask them to complete any missing punctuation .

WB EX : (3) Write sentences to answer the questions .

I'll ask the students to look at the photos . I'll ask them to read the example answer . I'll ask them to answer the questions by writing sentences as in the example . I'll ask the students to work in pairs .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- We did a wonderful holiday in Luxor .
- 2- The Valley of the Kings is one of the more popular places .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **The Egyptian monuments .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Unit 8 " The amazing world around us. "

Lesson (1) SB Pages (12 and 13) WB page 77

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • listen and find specific information. • form and use present simple questions about amusement. • say large numbers correctly. • research information about a famous building. • listen and write large number. " WB " • write a short descriptive text. " WB " 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>bridge city pyramid tower tunnel</p> <p><u>Structures:</u></p> <p>- Large numbers and measurements.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>What do you know about the pyramids?</p> <p><u>Presentation:</u></p> <p><u>1-Match the measurements and the photos on page 12.</u> 1 -Draw attention to the instructions and elicit or explain what measurement means. 2 -Invite stronger students to read the measurements out loud. <u>2- Listen and check your answers to Exercise 1:</u> - Ask the students to listen carefully and check their answers. Help them if necessary. <u>3- Work in pairs. Make questions. Then ask and answer.</u> - Ask the students to make questions then let them answer the questions. <u>4- Listen and check your answers to Exercise 1:</u> <u>5- Work in pairs:</u></p> <p>WB <u>1- Complete the sentences with words from the box.</u> <u>2- Listen and write the large number.</u> <u>3- Complete the fact file with these dates.</u> <u>4- Now use the information you reached.</u></p> <p><u>Assessment:</u></p> <p>Oral questions: Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>

Home Assignment:WB page 77

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

Unit 8 " The amazing world around us. "

Lesson (2) SB Pages (14 and 15) WB page 78

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • use adjectives to describe places. • complete a quiz about places. • listen and find specific information. • form and use the comparative form of adjectives. • research information about two places or buildings. • write a comparison. <p>" WB "</p>	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> further</p> <p><u>Structures:</u> - The comparative form of adjective.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Where did you go last Friday?</p> <p><u>Presentation:</u> <u>1- Ask and answer the questions in pairs:</u> -Ask the students to ask and answer the questions.</p> <p><u>2- Work in pairs and do the quiz:</u> Tell the students they're going to do a quiz about the places they looked at in Ex1.</p> <p><u>3- Listen and check your answers to Exercise 1</u></p> <p><u>4- Listen and complete the table with the missing examples.</u></p> <p><u>5- Work in pairs. Make sentences with these words.</u></p> <p><u>6- Work in pairs and compare the following.</u></p>	Teacher's preparation book	5 m
				<p><u>WB</u> <u>1- Complete the sentences.</u> <u>2- correct the underlined words.</u> <u>3- Complete the sentences with the correct comparative.</u> <u>4- Research information about two cities.</u></p> <p><u>Assessment:</u> Oral questions: Written Exercises:</p>	Students' note books	15 m
					Student's' activity books	15 m
						5 m

Home Assignment:WB page 78

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

Unit 8 " The amazing world around us. "

Lesson (3) SB Pages (16 and 17) WB page 79

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • red and respond to short familiar texts. • read a range of high-frequency words and CVC words and read short, simple sentences. • identify key details in listening text. • express your opinion and listen to some else expressing his, her opinion. • use superlative form of adjectives. • describe and compare things verbally. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>suspension bridge sunset</p> <p><u>Structures:</u></p> <ul style="list-style-type: none"> • The superlative form of adjectives. 	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u></p> <p>What do you know about the Tahya Masr Bridge?</p> <p><u>Presentation:</u></p> <p><u>1- Work in pairs. Choose adjectives to describe the bridge in the photo.</u></p> <p>-Ask the students to look at the photo and try to describe it.</p> <p><u>2- Look at this photo. Read quickly to describe how it is different from other bridge:</u></p> <p><u>3- Listen and complete the information.</u></p> <p><u>4- Read about the Tahya Masr Bridge and answer the questions.</u></p> <p><u>5- Discuss the questions in groups.</u></p> <p><u>6- Listen and complete the table.</u></p> <p><u>7- Say the superlative form of these adjectives.</u></p> <p><u>8- Complete the sentence.</u></p> <p><u>9- Work in pairs.</u></p> <p>WB</p> <p><u>1- Match the opposites.</u></p> <p><u>2- Complete the text with the superlative.</u></p> <p><u>3- Give your opinion about the following .</u></p> <p><u>4- Write a paragraph the most beautiful place or building you know.</u></p> <p><u>Assessment:</u></p> <p>Oral questions</p> <p>Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 79

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

Unit 8 " The amazing world around us. "

Lesson (4) SB Page (18) WB page 80

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • listen to identify specific phrases. • read a range of high-frequency words and CVC words. • express opinions. • ask someone for their opinion and agree or disagree with it. • disagree with someone politely. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> opinion agree disagree</p> <p><u>Structures:</u> -What's the best book you can think of? Why?</p> <p><u>Life skills:</u> - Respect for diversity- respecting the opinions of others.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Do you like reading stories?</p> <p><u>Presentation:</u> <u>1- Listen and complete the sentences.</u> -Ask the students to listen and answer the question. Then check their answers. <u>2- Work in pairs. Ask the questions in Ex 1 and answer with your opinion.</u> -Ask the students to read the questions in Ex 1 again and answer the questions. <u>3- Ask questions about the following in pairs. Agree or disagree.</u> -Ask the students to work in pairs to discuss some questions in Ex 3. Then ask them about their opinions.</p> <p>WB <u>1- Complete the questions with words from the box.</u> <u>2- Read the answers. Write the correct questions from Ex 1.</u> <u>3- Write what you would think about the following. Use these expressions.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment: WB Page (80)

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

Unit 8 " The amazing world around us. "

Lesson (5) SB Page (19) WB page 81

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<u>By the end of the lesson students will be able to:</u> • read a range of high-frequency words and CVC words. • read short texts to understand the general gist. • read short texts to get the general idea: recount the key details and explain how they support the main idea.	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	<u>New vocabulary:</u> treasures space competition entrance <u>Structures:</u> - Tow is the number of kilometres from the pyramids of Giza to the GEM.	-Lecture -Discussion -Inductive -Study circles -Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	<u>Warm up and revision:</u> Do you visit the museum before? <u>Presentation:</u> <u>1- What do you know about the Grand Egyptian Museum? Discuss in Pairs.</u> -Ask the students to discuss the question in pairs. <u>2- Read the text. What is the main idea of the article?</u> -Ask the students to read carefully then let them to find the main idea of the article. <u>3- Read the text again and match the headings a-c with the paragraphs.</u> -Ask the students to answer the questions. <u>4- Read the text again and say what these numbers refer to.</u> <u>5- Discuss the questions in group.</u> <u>6- Work in groups.</u> WB <u>1- Complete the text with the superlative form of these adjectives.</u> <u>2- Read the text again and what these underlined numbers refer to.</u> <u>3- Write these numbers and dates.</u> <u>4- Write a paragraph about 21st century museum.</u> <u>Assessment:</u> Oral questions Written Exercises	Teacher's preparation book <	

Home Assignment:.. WB Page (81)

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

Unit 8 " The amazing world around us. "

Lesson (6) SB Page (20) WB page 82

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Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • read a range of high-frequency words and CVC words. • skim grade appropriate text to get the general idea: recount the key details and explain how they support the main idea. • read short texts to find specific information. • write an opinion piece. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> column valley of the kings popular</p> <p><u>Structures:</u> - My baby brother woke me up. - I lost all my homework because my laptop stopped working.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What do you know about Luxor?</p> <p><u>Presentation:</u> <u>1- Look quickly at the text. Choose the correct answer.</u> -Ask the students to read the text and answer the question. <u>2- Read the text again and answer the questions.</u> -Ask the students to read again and answer the questions in Exercise 2. <u>3- Work in pairs and answer the questions.</u> <u>4- Work in pairs. Choose one of the following and make notes to answer the questions.</u></p> <p><u>WB</u> <u>1- Complete the sentences with and, but or because.</u> <u>2- Circle the correct words.</u> <u>3- Write a review about a place you visited.</u> <u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 82

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

Unit 8 " The amazing world around us. "

Lesson (7) SB Page (21) WB page 83

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson students will be able to: <ul style="list-style-type: none"> • review and practise the vocabulary and structures of the unit • write an email to a friend about your best holiday. " WB" 	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	New vocabulary: No new vocabulary	-Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work	Warm up and revision: What do you remember about some famous places around the world? Presentation: 1- Look, read and complete the questions and answers about these buildings. Then ask and answer in pairs. -Ask the students to look at the picture then let them talk about buildings and complete the sentences. 2- Now compare the buildings in Exercise 1. Use the comparative and superlative forms of these adjectives. -Ask the students to compare the buildings. 3- Work in pairs. Complete the sentences using the words in brackets. Do you agree or disagree?	<i>Teacher's preparation book</i>	5m
		Structures: No new Structures		WB 1- Match the words and definitions. 2- Complete the questions with the correct words from Ex1. 3- write sentences to answer the questions. Assessment: Oral questions Written Exercises	<i>Students' note books</i> <i>Student's' activity books</i>	15m
						5m

Home Assignment: WB page 83

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

PREP (1) / 2ND TERM

Preparation Notebook

Unit (9)

1- Lesson (1)

2- Lesson (2)

3- Lesson (3)

4- Lessons (4 , 5)

5- Lessons (6 , 7)

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period

Unit No.	Lesson No.	Topic	Page (s)
9	1	Adventure !	SB : 22 , 23 WB : 84

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read Reem's email to Eman .

2- Listening : To listen to Hassan and Imad talking about adventure sports in Egypt .

3- Speaking : To ask and answer some questions about adventure sports .

4- Writing : To reorder the words to make questions .

***Life Skills :** Self-management , making decisions , negotiation , respecting different opinions .

Values :

Independence , tolerance and acceptance , curiosity , participation , patience .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources



(SB , WB , teacher's guide) .

EKB Resources



(Audio , video , links , dictionaries) .

Teaching Aids



(Laptop , internet , data show) .

Review :

I'll write the title of the unit on the board . I'll ask the students to tell me what they think this means and what they will study in the unit. I'll confirm any correct answers.

Steps to follow

Warming- up :

I'll write the following question on the board "Which extreme sports have you heard about ?" . I'll listen to some students and ask them to come to the front of the classroom to tell me about any adventure sports they know .

Presentation :Back**New lexical / Vocabulary items :**

Adventure , activity , kayaking , sailing , diving , trekking , windsurfing , rock climbing , zip lining , mountain biking , scary , dangerous , quiet , across , desert , ground , boat .

New structure / grammar :

- I'm **going to** visit Sinai .
- He **is not going to** do anything scary .
- **Are you going to** try rock climbing ?

Language Functions :

- Talking about adventure sports .
- Expressing future time .

Practice :**SB EX :** (1) Find these activities in the pictures . Which are water sports ? Which are mountain sports ?

I'll ask the students to read the names of activities . I'll ask them to look at the pictures . I'll ask them to find these activities in the pictures . I'll ask the students to classify the activities into two groups : water sports and mountain sports .

SB EX : (2) Listen to Hassan and Imad . Which of the quiz activities they talk about ?

I'll tell the students that they have to listen to a recording about Hassan and Imad . I'll play the recording for them to answer the question and tell me which of the quiz activities Hassan and Imad talk about . I'll check their answers as a whole class.

SB EX : (3) Read the email and answer the questions .

I'll ask the students to read the email and underline any words they don't know . I'll ask them to read the questions . I'll ask them to read the example answer . I'll ask them to answer the rest of the questions in the same way .

WB EX : (1) Match the sports to the sentences .Back

I'll ask the students to read the names of the sports in the box . I'll ask them to look at the example answer . I'll ask them to match the sports to the sentences as in the example .

WB EX : (2) Reorder the words to make questions .

I'll tell the students that they have to read the words and reorder them to make questions . I'll ask them to work in groups . I'll check the answers as a whole class .

WB EX : (3) Answer the questions in Exercise 2 in your notebook .

I'll ask the students to read the questions they made in exercise (2) . I'll ask them to answer these questions . I'll ask them to work in pairs . I'll ask them to write the answers in their notebooks .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- My brother thinks sock climbing is very dangerous sport .
- 2- He his going two watch football match on TV .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Adventure sports .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			9	2	Adventure !	SB : 24 , 25 WB : 85

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read Ahmad's plans for going trekking across Sinai .

2- Listening : To listen to two recordings about the dates and Mariam's plan for sailing.

3- Speaking : To say the dates and talk about plans for an adventure sport .

4- Writing : To write a paragraph about an adventure sport .

***Life Skills :** Self-management , making decisions , negotiation , respecting different opinions .

Values :

Independence , tolerance and acceptance , curiosity , participation , patience .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board "Name three types of adventure sports ."

Steps to follow

Warming- up :

I'll write the following question on the board "If you go trekking to Sinai , what are your plans ?". I'll listen to some students and ask them to come to the front of the classroom to tell me about their plans if they go trekking to Sinai.

Presentation :Back**New lexical / Vocabulary items :**

Trekking adventure , tent , Bedouin family , guide , journey , leave , arrive , climb , mountain , carry , the Red Sea , experience , unusual , picnic .

New structure / grammar :

- I'm going to go trekking across Sinai .
- On the third of March , Ahmad is going to leave Ras Shetan .
- I think we should take a phone .

Language Functions :

- Talking about a trekking adventure .
- Expressing future plans .

Practice :**SB EX :** (1) Read Ahmad's plans . When is he going to climb Mount Catherine and what do you think a tent is ?

I'll ask the students to read the text in the webpage about Ahmad's trekking adventure across Sinai . I'll ask them to read the questions (When? What?) and answer them in pairs . I'll check their answers .

SB EX : (2) Read the webpage again and complete the sentences with words from the box .

I'll ask the students to read the text in the webpage about Ahmad again . I'll them to read the words in the box and try to elicit their meanings . I'll ask them to read the first sentence and look at the example answer . I'll ask them to complete the rest of the sentences as in the example .

SB EX : (3) Listen and write the dates in your notebook .

I'll ask the students to look at the table on the right side. Also , I'll ask them to look at the example on the left side . I'll tell them that they have to listen to the recording and write the dates in the same way . I'll play the recording again for them to check their answers .

Back**WB EX :** (1) Match the words to the definitions .

I'll ask the students to read the words in the box and try to elicit their meanings. I'll ask them to read the example answer . I'll ask the students to read the definitions . I'll ask them to match the words to the definitions .

WB EX : (2) Complete the sentences with words from Exercise 1 .

I'll ask the students to read the words in the box in exercise (1) again . I'll ask them to look at the example answer "tent" . I'll tell them that they have to complete the exercise in the same way .

WB EX : (3) Listen and write the dates .

I'll tell the students that they have to listen to a recording about someone who did many things last summer . I'll ask them to look at the example answer . I'll ask them to write the dates in their appropriate places as in the example .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- I can't curry this box . It is very heavy .
- 2- I think we should taking a phone .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **An adventure sport you like.**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			9	3	Adventure !	SB : 26 , 27 WB : 86

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read Dalia's postcard about her trekking in South Africa mountains .

2- Listening : To listen to a recording about the weather description .

3- Speaking : To describe the weather with a partner .

4- Writing : To complete some sentences with reflexive pronouns .

***Life Skills :** Self-management , making decisions , negotiation , respecting different opinions .

Values :

Independence , tolerance and acceptance , curiosity , participation , patience .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board " If you go trekking to Sinai , what are your plans ? "

Steps to follow**Warming- up :**

I'll write the following question on the board " Have you ever gone (been) trekking abroad ? " I'll listen to my students . I'll invite one or two students to answer this question in front of the class .

Presentation :Back**New lexical / Vocabulary items :**

Postcard , grandma , enjoy , beautiful , South Africa , sun , sunny , rain , rainy , cloud , cloudy , snow , snowy , wind , windy , storm , stormy , fog , foggy , mountain , leg , hurt , excited , keep , warm , dentist , protect .

New structure / grammar :

- I didn't buy this cake . I made it myself .
- Tamer hurt himself .
- We enjoyed ourselves when we went sailing .

Language Functions :

- Talking about trekking in the mountains .
- Describing the weather .

Practice :**SB EX :** (1) Read the postcard . Which activity are they going to do tomorrow :

I'll ask the students to read Dalia's postcard . I'll ask them to underline any words they don't know . After reading , I'll ask them to read the three options and choose the correct answer . I'll check the answers as a whole class .

SB EX : (2) Complete the table . Which letter / letters do you add to make the adjective ? Use a dictionary if you need to :

I'll ask the students to look at the table . I'll ask them to look at the example (rain - rainy) . I'll tell them that they have to change the nouns to adjectives by adding a letter or some letters as in the example .

SB EX : (3) Complete the sentences with the reflexive pronouns from the box:

I'll explain the grammar rule of reflexive pronouns by writing some examples on the board . After that , I'll ask the students to read the example answer in this exercise . I'll ask them to complete the rest of the sentences with the reflexive pronouns as in the example .

WB EX : (1) Complete the sentences with the correct form of these words :

I'll ask the students to read the words in the box . I'll ask the students to read the example answer . I'll tell them that they have to complete the sentences with the words in the box . Also , I'll tell them that they might have to change the nouns to adjectives as in the example .

WB EX : (2) Look at the maps . What is the weather going to be like on each day :

I'll ask the students to look at the maps . I'll ask them to read the four days of the week on the pictures . I'll ask them to read the example answer. I'll tell them that they have to express the weather on each day according to the maps .

WB EX : (3) Circle the correct reflexive pronoun :

I'll refer to the grammar rule of reflexive pronouns . I'll ask the students to read the example answer . I'll ask them to complete the exercise as in the example .

Feedback (Assessment) :- Read and correct the underlined words :

- 1- It is usually very sun in August .
- 2- Ramy hurt yourself with a knife .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Your trekking adventure .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			9	4, 5	Adventure !	SB : 28, 29 WB : 87, 88

Objectives :

By the end of the lessons, students will acquire the following skills (integrated) :

1- Reading : To read the story of "Around the World in 80 Days" .

2- Listening : To listen to Ola and Lamia talking about water sports .

3- Speaking : To ask and answer questions about different forms of transport .

4- Writing : To write a paragraph comparing between transport today and in the past.

***Life Skills :** Self-management , making decisions , negotiation , respecting different opinions .

Values :

Independence , tolerance and acceptance , curiosity , participation , patience .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :**Vital Resources**

(SB , WB , teacher's guide) .

EKB Resources

(Audio , video , links , dictionaries) .

Teaching Aids

(Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board " Have you ever gone (been) trekking abroad ? " .

Steps to follow**Warming- up :**

I'll write the following question on the board " Have you read the story of (Around the World in 80 Days) before ? " . I'll listen to my students . I'll invite one or two students who have read it before to give us a summary of the story .

Presentation :Back**New lexical / Vocabulary items :**

Around , world , newspaper , article , railway line , across , London , India , the USA , the UK , British , great , idea , challenge , sound , easy , transport , ship , train , plane , mistake , rather , prefer , chess , tennis .

New structure / grammar :

- I **would rather** visit Cairo .
- I **would prefer** to visit Cairo .
- **Why don't we** go to the park ?
- **How about** going to the park ?

Language Functions :

- Guessing the story events .
- Comparing between transport today and in the past .

Practice :

SB EX : [\(1\) Look at the picture and read the introduction to Around the World in 80 Days . Which forms of transport did people use in 1872 ?](#)

First , I'll ask the students to read the introduction to " Around the World in 80 Days " .

Second , I'll ask them to read the forms of transport in the box on the left side . **Finally** , I'll ask them to look at the picture and and try to circle the forms of transport which were used in 1872 .

SB EX : [\(2\) Read the end of the story and circle the correct words .](#)

I'll ask the student to read the introduction of the story again . Then , I'll ask them to read the end of the story . I'll ask them to look at the example answer . I'll tell the students that they have to circle the correct words in the other sentences .

SB EX : [\(3\) Listen to Ola and Lamia . Tick \(✓\) the activity they decide to do .](#)

I'll ask the students to look at the pictures . I'll tell them that they have to listen to Ola and Lamia talking about water sports . At last , I'll ask them to tick (✓) the activity they decide to do . I'll ask them to compare their answers with partners .


Back**WB EX :** (1) Complete the crossword .

I'll tell the students about the theme of the crossword. I'll refer to the story of "Around the World in 80 Day" in SB P.28 . I'll ask them to read the example answer . I'll ask them to complete the exercise in the same way .

WB EX : (2) Match to make sentences or questions .

I'll ask the students to look at the two cloumns . I'll ask them to look at the example answer . I'll ask them to work in pairs to make sentences or questions . I'll check the answers as a whole class .

WB EX : (3) Put the dialogue in the correct order .

First , I'll ask the students to read all the parts of the dialogue (a---g) to know its theme . **Second** , I'll ask them to read the answered part No (1) . **Then** , I'll ask the students to complete the exercise and put the other parts (sentences , questions) in the correct order . I'll invite two students to role-play the dialogue in front of the students .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- Cars , trains and ships are fumes of transport .
- 2- I'd rather playing football .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

A plan for a journey around the world .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			9	6, 7	Adventure !	SB : 30, 31 WB : 89, 90

Objectives :

By the end of the lessons, students will acquire the following skills (integrated) :

1- Reading : To read Maher's email to Kareem .

2- Listening : To listen to the teacher reading Judy's email to Manal .

3- Speaking : To ask and answer questions about Maher's email .

4- Writing : To write a reply to Maher's email that answers his questions .

***Life Skills :** Self-management , making decisions , negotiation , respecting different opinions .

Values :

Independence , tolerance and acceptance , curiosity , participation , patience .

Issues :

Loyalty and belonging , national unity , environmental responsibility .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last two lessons . I'll write the following question on the board "What do you know about the story of (Around the World in 80 Days) ?" .

Steps to follow**Warming- up :**

I'll write the following title on the board "How to write an email" . I'll invite different students to talk about the steps of writing an email . I'll ask them to write the elements of email on the board . I'll ask the rest of the class to check their answers .

Presentation :**New lexical / Vocabulary items :**

Email , letter , excited , station , swimming , diving , look forward to , special , present , photo album , grandad , granddad , cousin , library , arrive .

New structure / grammar :

- Is she **going to** go sailing ?
- Mohamad has a jacket to keep himself warm .
- **How about** playing basketball ?

Language Functions :

- Writing an email .
- Writing a reply to an email .

Practice :**SB EX :** (1) Ask and answer the questions in pairs .

I'll ask the students to read the questions carefully . I'll ask them discuss these questions in pairs . I'll invite two or three students to talk about the emails and letters in front of the class .

SB EX : (2) Read the email . Who is Kareem ?

I'll ask the students to read the email (Maher's email to Kareem). I'll ask them to underline any words they don't know . I'll ask them who Kareem is in relation to (as to) Maher . I'll ask them to work in small groups .

SB EX : (3) Reorder the letters to make weather words . Then complete the table .

I'll ask the students to look at the table (The two circles about nouns and adjectives) . I'll ask the students to read the example answer . I'll tell them that they have to reorder the rest of the scrambled words and write them correctly . Then , I'll ask the students to classify the corrected words and write them again in the two circles .

Back**WB EX :** (1) Where do these sentences go in Judy's email to Manal ?

I'll ask the students to look at the Judy's email to Manal . I'll ask them to read the separated sentences on the left side . I'll ask them to look at the sentence with strikethrough . I'll ask them to look at the same sentence in its position in email . I'll ask the them to complete the exercise as in the example .

WB EX : (2) Write Kareem's reply to Maher in your notebook .

I'll ask the students to read Maher's email in SB P. 30 again. I'll tell them that Maher wrote some questions and suggestions to Kareem and Kareem has to reply to Maher's email . I'll ask them to look at the written points and the wrtiting tip table and follow instructions . Finally , I'll ask them to write the reply (new email) in their notebooks .

WB EX : (3) Match to make mountain and water sports . Which of the answers is one word ?

I'll explain the two types of compound words . I'll tell my students that the compound word may be one word as "football" or two words as " first aid" . I'll ask the students to look at the two columns . I'll ask them to look at the example answer "**mountain biking**" . I'll ask them to complete the exercise in the same way and tell me which of them is one word .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- I look forward to see her again .
- 2- Let's making him a special present .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Your plans for the summer .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

PREP (1) / 2ND TERM

Preparation Notebook

Unit (11)

1- Lesson (1)

2- Lesson (2)

3- Lesson (3)

4- Lessons (4 , 5)

5- Lessons (6 , 7)

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			11	1	On land and sea	SB : 44 , 45 WB : 100

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read a text about the dangers of the sea .

2- Listening : To listen to the teacher reading some sentences in zero conditional .

3- Speaking : To describe some sea animals to their partners (Ss) .

4- Writing : To complete zero conditional sentences .

***Life Skills :** Setting clear goals , collaboration , problem solving , respect for diversity.

Values :

Objectivity , appreciation of science , work ethics , curiosity , participation , patience .

Issues :

Awareness of duties and rights , environmental responsibility , pollution .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll write the title of the unit on the board . I'll ask the students to tell me what they think this means and what they will study in the unit. I'll confirm any correct answers.

Steps to follow**Warming- up :**

I'll write the following question on the board "Are you afraid of marine animals ?" .

I'll listen to my students . I'll ask them to tell me about any dangerous sea animals they know . I'll invite different students to write the names of these creatures on the board.

Presentation : Back**New lexical / Vocabulary items :**

Land , sea , water , life , animal , dangerous , danger , coral reef , jellyfish , octopus , sting , stingray , turtle , whale , ocean , shell , flat , tail , leg , poisonous , lose , tooth , touch , swim , protect , jump , rain , feel .

New structure / grammar :

- **If** it rains , we get water .
- **When** it is late , I feel tired .
- We get water **if** it rains .
- I feel tired **when** it is late .

Language Functions :

- Describing sea life .
- Expressing the dangers of some sea animals .

Practice :**SB EX :** (1) What sea life can you see in the photos ? Which are dangerous ?

I'll ask the students to read the names of sea animals in the box . I'll ask them to look at the numbered photos . I'll ask them to write the number of each photo on its name in the box . After that , I'll ask the students to describe sea life they can see in the photos . I'll ask the students to tell me which sea animal is dangerous .

SB EX : (2) Read and complete the text with a word from the photos .

I'll ask the students to read the names of sea animals in the previous exercise again . I'll ask them to read the text . I'll ask them to complete the text with the words from the box in Ex 1 . I'll ask the students to work in pairs .

SB EX : (3) Match to make zero conditional sentences .

I'll explain the grammar rule of zero conditional . I'll read the table of the grammar rule . I'll read the example twice . I'll ask the students to look at the two columns . I'll ask them to read the example answer (1-c) . I'll ask them to complete the exercise in the same way .

Back**WB EX :** (1) Read and complete the words . Tick (✓) those with a tail .

I'll ask the students to look at the photos . I'll ask the students to look at the example answer . I'll ask them to complete the unfinished words . I'll ask them to tick (✓) any sea animal with a tail .

WB EX : (2) Match the photos and the sentences .

I'll ask the students to read the sentences . I'll ask them to look at the photos . I'll tell them that they have to match the photos with the sentences . I'll ask the students to work in small groups .

WB EX : (3) Complete the sentences with the correct form of the verbs in brackets to make zero conditional sentences .

I'll refer to the grammar rule of zero conditional in SB P . 45 . I'll ask the students to look at the example answer . I'll ask them to complete the sentences with the correct form of the verbs to make zero conditional sentences .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- The chart is one of the most dangerous sea animals .
- 2- If ice melts , it became water.

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Sea animals** .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			11	2	On land and sea	SB : 46 , 47 WB : 101

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read a text about the plastic rubbish and its recycling .

2- Listening : To listen to the teacher reading a text about the plastic rubbish .

3- Speaking : To speak with their partners using “must , mustn’t , should , shouldn’t” (Ss).

4- Writing : To write sentences with “must or mustn’t” .

***Life Skills :** Setting clear goals , collaboration , problem solving , respect for diversity.

Values :

Objectivity , appreciation of science , work ethics , curiosity , participation , patience .

Issues :

Awareness of duties and rights , environmental responsibility , pollution .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher’s guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I’ll revise the vocabulary and structures of the last lesson . I’ll write the following question on the board “ Name three types of dangerous sea animals . ”

Steps to follow

Warming- up :

I’ll write the following question on the board “ How can we keep our planet clean? ” .

I’ll listen to my students . I’ll ask them to work in small groups and give me some suggestions for keeping our planet clean . I’ll invite two students to talk about their suggestions in front of the class .

Presentation :Back**New lexical / Vocabulary items :**

Earth , planet , environment , plastic , beach , different , recycle , poisonous , bird , die , material , glass , shopping bag , throw away , classroom , sports centre , road .

New structure / grammar :

- You **should** get up early .
- You **shouldn't** sleep late .
- We **must** save our planet .
- We **mustn't** throw rubbish on the ground .

Language Functions :

- Expressing obligation .
- Giving advice .

Practice :**SB EX :** (1) Work in pairs . What is made of plastic in the classroom?

I'll ask the students to think of anything which is made of plastic in our classroom . Also, I'll ask them if they have any plastic objects for example (**pencil case , ruler or sharpener**) . I'll write the names of these objects on the board .

SB EX : (2) Look at the words in red in the text . Match the words and the definitions .

I'll ask the students to read the text carefully . I'll ask them to underline any difficult words they don't know . I'll help them to get the meanings of these words . I'll ask them to look at the words in red in the text . I'll ask them to read the definitions on the left side . I'll ask them to look at the example answer . Finally, I'll ask them to match the words with the definitions as in the example .

SB EX : (3) Work in pairs . Complete the sentences with **must / mustn't** or **should / shouldn't** :

I'll explain the grammar rule of (**must / should**) . I'll ask them to read the example answer . I'll ask the students to look at the pictures and read the sentences. I'll ask them to complete the sentences with (**must / mustn't**) or (**should / shouldn't**) .

Back**WB EX :** (1) Complete the sentences with the correct words from the box.

I'll ask the students to read the words in the box . I'll ask them to read the example answer . I'll ask them to complete the rest of the sentences with the words in the box . I'll ask them to work in pairs .

WB EX : (2) Circle the correct words .

I'll refer to the grammar rule of (**must , should**) in SB P. 47 . I'll ask the students to look at the sentences of this exercise . I'll ask them to read the example answer . I'll ask them to complete the exercise as in the example .

WB EX : (3) What do you think these people are saying ?Write sentences with must or mustn't .

I'll ask the students to look at the four pictures of four people . I'll ask them to read the example answer under the first picture . I'll tell them that they have to write sentences with **must** or **mustn't** . I'll ask them to work in small groups .

Feedback (Assessment) :- Read and correct the underlined words :

- 1- We must wave our planet from dangers .
- 2- We must throw away plastic bags in rivers .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

How to keep our planet clean .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			11	3	On land and sea	SB : 48 , 49 WB : 102

Objectives :

By the end of the lesson , students will acquire the following skills (integrated) :

1- Reading : To read a text about Ras Mohamad .

2- Listening : To listen to a talk by a teacher about a nature reserve .

3- Speaking : To speak with partners bout the environment using “ **must , mustn’t** ” .

4- Writing : To write an email to a friend about helping the environment .

***Life Skills :** Setting clear goals , collaboration , problem solving , respect for diversity.

Values :

Objectivity , appreciation of science , work ethics , curiosity , participation , patience .

Issues :

Awareness of duties and rights , environmental responsibility , pollution .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher’s guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I’ll revise the vocabulary and structures of the last lesson . I’ll write the following question on the board “How can we save our planet from pollution?”

Steps to follow**Warming- up :**

I’ll write the following question on the board “Have you visited any nature reserves before ?” I’ll listen to my students . I’ll ask them to tell me about the meaning of “**nature reserves**” . I’ll tell them that they can use the dictionary . I’ll invite two or three students to come to the front of the class to describe these places .

Presentation :Back**New lexical / Vocabulary items :**

Nature reserve , Ras Mohamad reserve , environment , plant , bird , animal , picnic , rubbish , frighten , careful , knife , knives , fishing line , coral reefs , dive , go diving , share , forget , take turns , decide , decision , idea , activity .

New structure / grammar :

- You **should** share our ideas with others .
- We **shouldn't** harm animals .
- We **must** protect our environment .
- You **mustn't** be angry with people you don't agree with .

Language Functions :

- Expressing obligation .
- Giving advice .

Practice :**SB EX :** (1) Work in pairs and answer the questions .

I'll tell the students about the theme of the questions . I'll write "**A nature reserve**" on the board . I'll ask the students about the nature reserves . Then , I'll ask them to read the questions and answer them in small groups .

SB EX : (2) Listen to a talk by a teacher and check your answers to Exercise1.

I'll ask the students to read the questions in Ex (1) again . I'll tell that they have to listen to a talk by a teacher about a nature reserve . I'll ask them to check their answers . I'll ask them to discuss their answers in small groups after listening .

SB EX : (3) Work in groups . What problems can you see in the picture ?**Make sentences with must or mustn't .**

I'll ask the students to look at the photo . I'll ask them what the people are doing . I'll ask them to tell me about the problems they can see in the picture . I'll ask them to read the example sentence . I'll ask them to make sentences about the problems they see using **must** or **mustn't** .

**WB EX :** (1) Complete the text with must or mustn't .

I'll explain the grammar rule of **must** and **mustn't** . I'll ask the students to look at the text about Ras Mohamad . I'll ask them to underline any difficult words they don't know . I'll ask them to read the example answer . I'll ask them to complete the text with **must** or **mustn't** .

WB EX : (2) Read the text again . Are these sentences true (T) or false (F) ? Correct the false sentences .

I'll ask the students to read the text again . I'll ask them to read the example answer . I'll tell them that they have to read the other sentences to decide whether they are true or false . Also , I'll ask them to correct the false sentences as in the example .

WB EX : (3) Match to make sentences about working together .

I'll ask the students to read the two columns . I'll ask them to look at the example answer (1-b) . I'll ask them to match as in the example to make sentences about working together . I'll ask the students to work in pairs .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- A mature reserve is an area of land where the animals and plants are protected.
- 2- We must be angry with people we don't agree with .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

How to help the environment .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			11	4, 5	On land and sea	SB : 50, 51 WB: 103, 104

Objectives :

By the end of the lessons, students will acquire the following skills (integrated) :

1- Reading : To read the story of “ the Old Man and the Sea ” .

2- Listening : To listen to instructions about how to plant a tree .

3- Speaking : To ask for and give instructions about some things .

4- Writing : To write a paragraph about a person you respect .

***Life Skills :** Setting clear goals , collaboration , problem solving , respect for diversity.

Values :

Objectivity , appreciation of science , work ethics , curiosity , participation , patience .

Issues :

Awareness of duties and rights , environmental responsibility , pollution .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :**Vital Resources**

(SB , WB , teacher's guide) .

EKB Resources

(Audio , video , links , dictionaries).

Teaching Aids

(Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board “ Why do we need nature reserves? ” .

Steps to follow**Warming- up :**

I'll write the following question on the board “ How can we plant a tree? ” . I'll ask the students to discuss this question in pairs . I'll invite different students to give their answers in front of the class . I'll confirm any correct answers .

Presentation :Back**New lexical / Vocabulary items :**

Plant , tree , instructions , plastic pot , soil , ground , seed , warm , grow , air , healthy , at the bottom of , press , hole , fill , finger , put , water , sandwich , boat , fisherman , brave , catch , fishing line , respect , return , weak , worried , cover , ball , illness .

New structure / grammar :

- **Water** your houseplants well .
- **Open** the door , please .
- **Don't eat** too much .

Language Functions :

- Asking for instructions .
- Giving instructions .
- Sequencing of events .

Practice :

SB EX : (1) Quickly read the instructions . Circle the things you need to plant a tree .

I'll put the students into small groups . I'll ask the students to read the instructions . I'll ask them to look at the circled example answer . I'll ask them to circle the other things they need to plant a tree . I'll invite one of the students to write the things they circled on the board .

SB EX : (2) Read the instructions again and match them to the pictures . Then listen and check your answers .

I'll ask the students to read the instructions again . I'll ask them to look at the pictures . I'll ask them to look at the example answer (1- f) . I'll ask them to match the instructions with the pictures as in the example . I'll play the recording for them to listen and check their answers .

SB EX : (3) Read the story quickly and put the pictures in the correct order .

I'll ask the students to read the story of " the Old Man and the Sea " . I'll ask them to underline any words they don't know . I'll ask the students to look at the three pictures . I'll ask them to put the pictures in the correct order .

WB EX : (1) Match the words and the definitions . Back

I'll ask the students to read the words in the box . I'll ask them to look at the example answer . I'll ask them to read the definitions . I'll ask them to match the words to the definitions . I'll ask them to work in pairs .

WB EX : (2) Complete the sentences with the correct word from Exercise 1

I'll ask the students to read the words in the box in Exercise 1 again . I'll ask them to read the example answer "ground" . I'll ask them to complete the rest of the sentences with the words in the box as in the example . I'll ask them to work in pairs .

WB EX : (3) Read part of The Old Man and the Sea and answer the questions

I'll ask the students to read this part of the story on the right side. I'll ask them to underline any words they don't know . I'll encourage them to work out the meaning from the context . I'll ask them to answer the questions in pairs .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- A farmer is someone who catches fishes as a job .
- 2- Doesn't eat too much .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on :

How to plant a tree .

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			11	6, 7	On land and sea	SB : 52, 53 WB: 105, 106

Objectives :

By the end of the lessons , students will acquire the following skills (integrated) :

1- Reading : To read a leaflet about cleaning the beach .

2- Listening : To listen to the teacher reading the three texts about our environment .

3- Speaking : To discuss with partners the rubbish problem in their area and solutions.

4- Writing : To write an advertisement about cleaning their beach (Ss).

***Life Skills :** Setting clear goals , collaboration , problem solving , respect for diversity.

Values :

Objectivity , appreciation of science , work ethics , curiosity , participation , patience .

Issues :

Awareness of duties and rights , environmental responsibility , pollution .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last two lessons . I'll write the following question on the board "What do you know about the story of " The Old Man and the Sea? "" .

Steps to follow

Warming- up :

I'll write the following question on the board "What is the importance of a beach? "" .

I'll ask the student to discuss this question in pairs . I'll invite different students to give their answers in front of the class . I'll confirm any correct answers .

Presentation :Back**New lexical / Vocabulary items :**

Leaflet , heading , clean , beach , rubbish , event , gloves , bottle , snack , stay , local , radio station , newspaper , poster , headphone , increase , area , information , advertisement , conclude , conclusion , tiny , dirty , warm , amazing , keep .

New structure / grammar :

- We **must** clean our beaches .
- Why **must** we clean the beaches ?
- What **should** we do with the rubbish we find ?

Language Functions :

- Making suggestions
- Giving instructions .

Practice :**SB EX :** (1) Read the leaflet . Write the headings in the correct places .

I'll ask the students to read look at the table and read the questions (headings) in it .
I'll ask them to read the all the parts of the leaflet . I'll ask them to read the example answer (the first heading) . I'll ask the students to write the other headings (questions) in their correct places as in the example . I'll ask the students to work in small groups .

SB EX : (2) Use the information in the leaflet to write an advertisement for the event . Use must / mustn't or should / shouldn't .

I'll ask the students to read the leaflet in Exercise (1) again . I'll ask them to read the example sentence . I'll ask them to use the information in the leaflet to write an advertisement for the event . I'll ask them to use "must , mustn't , should , shouldn't" .

SB EX : (3) Make zero conditional sentences .

I'll remind the students of the zero conditional . I'll ask them to read the example answer . I'll tell them to complete the exercise in the same way . I'll allow them a few minutes to consider their answers .

WB EX : (1) Use the photos to complete the crossword .Back

I'll ask the students to look at the crossword . I'll ask them to read the example answer "rubbish" . I'll ask the students to look at the photos . I'll ask them to identify the objects in the photos . I'll ask them to look at the photos and write the names of the objects in the crossword as in the example .

WB EX : (2) Match the headings with the conclusions to these three different texts .

I'll ask the students to read the three conclusions . I'll ask the students to read the three headings . I'll ask the students to match the headings with the conclusions of the three different texts . I'll ask them to work in small groups .

WB EX : (3) Correct the underlined words .

I'll refer to the zero conditional in SB P . 45 . I'll ask the students to read the examples in the table to remember this grammar rule . I'll ask them to read the example answer in this exercise . I'll ask them to correct the underlined words in the other sentences as in the example .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- In winter, we wear glues to keep our hands warm .
- 2- Why must we cleaning the beaches ?

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Cleaning the beaches .**

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education