

Day	Date	Class	Period	Unit 7		Lesson 1					
						Living abroad		SB Pages		WB Pages	
								6	7	2	

Learning Objectives		
By the end of the lesson, students will be able to <ul style="list-style-type: none"> Discuss the different ideas of the lesson about living abroad Practice and do the tasks of the lesson completely and correctly. 		
Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS
Warm up		Time:3 ms
<ul style="list-style-type: none"> Students are asked some questions to introduce the main ideas of the lesson. I encourage the students to answer the questions in pair or group work. 		
Presentation		
Key Vocabulary		
determination - struggle - independent - get used to - host family - encouragement		
Practice		
1) Complete the conversation with the words and phrases from the Focus on Vocabulary box.		Time: 8 ms
<ul style="list-style-type: none"> Students discuss the conversation. I check answers as a class, encourage the students to complete the conversation. Students are asked to put the correct word or phrase. 		
2) Read the extract from The Secret Garden Who is the main character		Time: 7 ms
<ul style="list-style-type: none"> Students work in pairs to read the extract from the novel. I remind them that they can use their dictionaries to check the meanings of the words. Students are asked to compare their answers with a partner before checking as a class. 		
3) Read the extract again. Answer the questions.		Time:8 ms
<ul style="list-style-type: none"> Students look at the extract again. I allow students a few minutes to discuss the ideas of the extract. Students are encouraged to answer the questions. 		
4) Read the extract again. Which underlined sentence or question is used for		Time:7 ms
<ul style="list-style-type: none"> Students read through the questions with a partner and see how much they remember. I ask the students to read the extract again. Students could decide the usage of the underlined sentence. 		
Workbook		
1) Complete the sentences with the words in the box.		Time:4 ms
<ul style="list-style-type: none"> Students are encouraged to complete the answers correctly. I elicit or remind students how to complete the task with a friend Students are allowed to report back to the class, 		
2) Write the correct form of the verbs in brackets to complete Tarek's blog.		Time: 4 ms
<ul style="list-style-type: none"> Students write the answers of the questions correctly. I divide the class into groups to discuss the answers as a class. Individual students are asked to help their partners to answer correctly. 		
3) Read the blog again and answer the questions.		Time: 4 ms
<ul style="list-style-type: none"> Students are given enough time to answer the questions. I ask the students to work in pairs. Different groups are asked to feedback their answers to the class. 		
Homework		
<ul style="list-style-type: none"> Students do the rest of the exercises in their workbooks individually. I check answers. Praise good work. 		
Evaluation		
<ul style="list-style-type: none"> Students can do all the tasks successfully. I check their understanding to the lesson and follow all the different standards of the students. 		

Day	Date	Class	Period	Unit 7	Lesson 2
				Living abroad	SB Pages 8 9 WB Pages 3

Learning Objectives		
By the end of the lesson, students will be able to		
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about the pros and cons of working abroad.• Practice and do the tasks of the lesson completely and correctly.		
Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS
Warm up		Time:3 ms
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.		
Presentation		
Key Vocabulary		
challenges - confused - stressed - distracted - concentrate		
Practice		
1) Listen to three voice messages from students who are studying abroad.		Time: 8 ms
<ul style="list-style-type: none">• Students discuss the pros and cons of working abroad• I check answers as a class, encourage the students to discuss the voice message.• Students are asked to answer some questions to check their understanding.		
2) Listen to the messages again. Answer the questions.		Time: 7 ms
<ul style="list-style-type: none">• Students work in pairs to listen the message again.• I remind them that they can discuss the ideas of the message.• Students are asked to compare their answers with a partner before checking as a class.		
3) Match the sentence halves to make sentences about the students' thoughts and experiences.		Time:8 ms
<ul style="list-style-type: none">• Students look at the sentences halves to make sentences about the students' opinions.• I allow students a few minutes to discuss and talk about the sentences.• Students are encouraged to match the sentence halves to make sentences		
4) Write the verbs from Exercise 3 in the correct column in the table.		Time:7 ms
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss the ideas in table.• Students could write the correct verbs from the exercise.		
Workbook		
1) Choose the correct verb to complete the sentence.		Time:4 ms
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,		
2) Complete the table.		Time: 4 ms
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.		
3) Complete the email with the correct form of these verbs.		Time: 4 ms
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.		
Homework		
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.		
Evaluation		
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.		

Day	Date	Class	Period	Unit 7	Lesson 3			
					Living abroad		SB Pages	WB Pages
							10	4
Learning Objectives								
By the end of the lesson, students will be able to								
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about the pros and cons of living or working abroad.• Practice and do the tasks of the lesson completely and correctly.								
Teaching Aids			Strategies			Total Time		
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work			45 MS		
Warm up							Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.								
				Presentation				
Key Vocabulary								
pros and cons - culture - independent - include - presentation								
				Practice				
1) Listen to a presentation about the pros and cons of working abroad.							Time: 8 ms	
<ul style="list-style-type: none">• Students discuss the presentation about the pros and cons of working abroad.• I check answers as a class, encourage the students to discuss the presentation.• Students are asked to talk about the presentation.								
2) Complete the sentences with the verbs in the box. Then listen again and check your answers.							Time: 7 ms	
<ul style="list-style-type: none">• Students work in pairs to look at the sentences in the box.• I remind them that they can use the audio script to check their answers.• Students are asked to compare their answers with a partner before checking as a class.								
3) Work in groups. Complete with three pros and three cons of living abroad.							Time:8 ms	
<ul style="list-style-type: none">• Students look at the three pros and cons of living abroad.• I allow students a few minutes to discuss these pros and cons.• Students are encouraged to complete the task in pairs.								
4) Use your ideas to prepare a presentation about the pros and cons of living abroad.							Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to• Students could								
				Workbook				
1) Listen to Judy's voicemail message to her friend Dalida.							Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,								
2) Complete Judy's voicemail with the correct form of these verbs.							Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.								
3) A person from England has just started working in Egypt for the first time.							Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.								
				Homework				
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.								
				Evaluation				
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.								

Day	Date	Class	Period	Unit 7	Lesson 4
				Living abroad	SB Pages 11
					WB Pages 5

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Presentation

Key Vocabulary

diary - local - independently - summarize - entry

Practice

1) Read the diary entry. Are the sentences true (T) or false (F)?

Time: 8 ms

- Students discuss the diary entry.
- I check answers as a class, encourage the students to discuss the diary in pairs.
- Students are asked to decide if the sentences are true or false.

2) Read the diary entry again and find the expressions in it that Heba uses to:

Time: 7 ms

- Students work in pairs to read the diary again.
- I remind them that they can use the diary to find expressions.
- Students are asked to compare their answers with a partner before checking as a class.

3) You're going to write a diary entry about a day in your life while you're living abroad

Time: 8 ms

- Students look at the diary entry.
- I allow students a few minutes to discuss the diary entry.
- Students are encouraged to write a diary about a day of someone is living abroad.

4) Plan your diary entry. Write about each of the following

Time: 7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to plan to write a diary.
- Students could write a diary from their own words.

Workbook

1) Complete Dalida's diary entry with these phrases.

Time: 4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Read the diary again and answer the questions.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Imagine that you are going to visit or have just visited a place for the first time.

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 7	Lesson 5	
				Living abroad	SB Pages	WB Pages
					12	14
Learning Objectives						
By the end of the lesson, students will be able to						
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about the scene 7• Practice and do the tasks of the lesson completely and correctly.						
Teaching Aids		Strategies		Total Time		
Student 's Book - White Board Workbook -Tape Recording		Group Work – Discussion - Brainstorming Role Play- Pair Work		45 MS		
Warm up					Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.						
Presentation						
Key Vocabulary						
revenge - proves - get rid of him - carriage - authority - deceived - interrupts						
Practice						
1) Choose the correct answer from a, b, c, or d.					Time: 8 ms	
<ul style="list-style-type: none">• Students discuss the previous events of the act.• I check answers as a class, encourage the students to discuss the events of the act.• Students are asked to answer some questions to check their understanding.						
2) Choose the correct answer from a, b, c, or d.					Time: 7 ms	
<ul style="list-style-type: none">• Students work in pairs to look at the questions.• I remind them that they can use their texts to discuss the questions.• Students are asked to compare their answers with a partner before checking as a class.						
3) Match the characters with the events.					Time:8 ms	
<ul style="list-style-type: none">• Students look at the questions and read them silently in pairs.• I allow students a few minutes to discuss the questions in pairs.• Students are encouraged to match the characters and do the task.						
4) Read these quotations. Who is the speaker of each sentence? Why do they say this?					Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss the quotations• Students could answer the questions about the quotations.						
Workbook						
1) Complete the sentences with the correct form of these words.					Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,						
2) Match the words and expressions with a similar meaning.					Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.						
3) Put the events from Chapter 1 in the correct order.					Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.						
Homework						
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.						
Evaluation						
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.						

Day	Date	Class	Period	Unit 7	Lesson 6
				Living abroad	SB Pages 15
					WB Pages 6 7

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about the scene 7
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

revenge - proves - get rid of him - carriage - authority - deceived - interrupts

Practice

1) Choose the correct answer from a, b, c, or d.

Time: 8 ms

- Students read the question in pairs.
- I check answers as a class, encourage the students to discuss the ideas of the questions
- Students are asked to choose the correct answer.

2) Match the characters with the events.

Time: 7 ms

- Students work in pairs to look at the characters and the events.
- I remind them that they can use their texts to answer the questions.
- Students are asked to compare their answers with a partner before checking as a class.

3) Are the sentences true (T) or false (F).

Time:8 ms

- Students look at the exercise and the sentences.
- I allow students a few minutes to discuss the question
- Students are encouraged to decide which is true or not.

Write sentences for each character to explain how they're feeling at the end of this part

Time:7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to
- Students could

Workbook

1) Complete the sentences with the correct form

Time:4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Match the words and expressions with a similar meaning.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Put the events from Chapter 1 in the correct order.

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 8	Lesson 1
				High-tech transport	SB Pages 16 17 WB Pages 8

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about types of transport.
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

expansion - facilities - high-tech - network - public transport

Practice

1) Complete the definitions with the words in the box. Use a dictionary to help you if necessary.

Time: 8 ms

- Students discuss the definitions and their meanings.
- I check answers as a class, encourage the students to use a dictionary to help you if necessary.
- Students are asked to check the meanings of the definitions.

2) You're going to read a notice from the Cairo Metro network.

Time: 7 ms

- Students work in pairs to
- I remind them that they can use
- Students are asked to compare their answers with a partner before checking as a class.

3) Read the notice quickly. Which sentence best summarizes the information in it?

Time:8 ms

- Students look at the sentences and read them.
- I allow students a few minutes to discuss the ideas in pairs.
- Students are encouraged to select the best sentence to summarize the information.

4) Read the notice again. Answer the questions.

Time:7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to discuss the notice in pairs.
- Students could answer the questions.

Workbook

1) Complete the text about public transport projects with the words in the box.

Time:4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Read the article again and answer the questions with the name of a country.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Write a summary of Public transport projects for the future in about 40–50 words

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 8	Lesson 2
				High-tech transport	SB Pages 18 19 WB Pages 9

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about using public transport help the environment
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Presentation

Key Vocabulary

environment - affordable - environmentally-friendly - driverless cars

Practice

1) Listen to a talk show in which two people are having a debate and answer the questions Time: 8 ms

- Students listen the audio script of the talk show of the two people.
- I check answers as a class, encourage the students to discuss the ideas in the talk show in pairs.
- Students are asked to answer the questions.

2) Listen to the talk show again. Are the sentences true (T) or false (F)? Time: 7 ms

- Students listen again to the talk show.
- I remind them that they can decide if the sentences true or not.
- Students are asked to compare their answers with a partner before checking as a class.

3) Complete the sentences with the future perfect form of the verbs in brackets. Time:8 ms

- Students look at the sentences with the future perfect form.
- I allow students a few minutes to discuss these sentences.
- Students are encouraged to complete the sentences.

4) Read the sentences from the talk show below and answer the questions. Time:7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to
- Students could

Workbook

1) Complete the sentences with the future perfect form of the verbs in brackets Time:4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Work in pairs. Nour is a student. Look at her schedule for next month Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Work in pairs. Ask and answer questions about what you expect to have done by the time Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 8	Lesson 3			
						SB Pages	WB Pages	
					High-tech transport	20	10	
Learning Objectives								
<u>By the end of the lesson, students will be able to</u>								
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about reasons to stop driving cars• Practice and do the tasks of the lesson completely and correctly.								
Teaching Aids			Strategies			Total Time		
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work			45 MS		
Warm up							Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.								
				Presentation				
Key Vocabulary								
alternatives - vehicles - significant - arguments - stressing								
				Practice				
1) Listen to a speaker presenting his opinion about driving in the future							Time: 8 ms	
<ul style="list-style-type: none">• Students listen to the audio script.• I check answers as a class, encourage the students to discuss about driving in the future.• Students are asked to answer some questions and give their opinions.								
2) Read the sentences and listen to the speaker again.							Time: 7 ms	
<ul style="list-style-type: none">• Students read the sentences in pairs.• I remind them that they can discuss the sentences.• Students are asked to compare their answers with a partner before checking as a class.								
3) Listen to the speaker again. Complete the phrases he uses							Time:8 ms	
<ul style="list-style-type: none">• Students listen to the audio script again.• I allow students a few minutes to discuss the ideas in the script.• Students are encouraged to complete the phrases.								
4) Brainstorm three arguments explaining why you think people will have stopped driving cars by 2050.							Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss these three arguments of stopped driving cars.• Students could answer the questions about the reasons of stopping driving cars by 2050.								
				Workbook				
1) Read the definitions and write the words.							Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,								
2) Complete the speech with words from Exercise 1.							Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.								
3) Read the speech again and answer the questions.							Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.								
				Homework				
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.								
				Evaluation				
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.								

Day	Date	Class	Period	Unit 8	Lesson 4
				High-tech transport	SB Pages 21
					WB Pages 11

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about improving the facilities in your area
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

on behalf - satisfactory - earlier - convenient - respond

Practice

1) Read the email that a student wrote to her local governorate and answer the questions.

Time: 8 ms

- Students read the e-mail in pairs.
- I check answers as a class, encourage the students to discuss the e-mail.
- Students are asked to answer the questions.

2) Read the email again. Which paragraph ...

Time: 7 ms

- Students read the e- mail in pairs.
- I remind them that they can discuss the e-mail in pairs.
- Students are asked to compare their answers with a partner before checking as a class.

3) Match the formal phrases 1–8 from the email with the informal phrases a–h

Time:8 ms

- Students look at the formal phrases 1-8 from the e-mail.
- I allow students a few minutes to discuss the e-mail.
- Students are encouraged to match the formal phrases 1-8 with the informal phrases a-h.

4) Think of a problem in your area which your governorate could help to solve and plan an email.

Time:7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to discuss the problem in their areas.
- Students could suggest some solutions to solve the problem.

Workbook

1) Read the online post quickly and tick the sentences that are true.

Time:4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Read the online post again. Rewrite the underlined expressions to make it more formal.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Read the following and tick (✓) the issues that are sometimes a problem in your town

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 8	Lesson 5
				High-tech transport	SB Pages
					WB Pages
					22 24

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about Act IV, Scene i
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

fallen apart - beggar - bleeding - cliff - hungry for power - rule - revenge

Practice

1) Complete the sentences with the correct form of these words or phrases.

Time: 8 ms

- Students discuss the previous events of the act.
- I check answers as a class, encourage the students to discuss the events of the act.
- Students are asked to complete the sentences with the correct form of these words or phrases.

2) Complete the time line with these events from the story.

Time: 7 ms

- Students read the text of the act silently in pairs.
- I remind them that they can discuss the events of the act.
- Students are asked to compare their answers with a partner before checking as a class.

3) Match the people with these descriptions.

Time:8 ms

- Students look at the descriptions of the people.
- I allow students a few minutes to discuss these descriptions.
- Students are encouraged to match the people with the description.

4) Read the quotations and answer the questions.

Time:7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to read and discuss the questions.
- Students could answer the questions.

Workbook

1) Complete the sentences with these verbs.

Time:4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) What happened to Lear before and during the storm.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Complete the sentences with the correct form of these words or phrases.

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 8	Lesson 6			
					High-tech transport	SB Pages	WB Pages	
						25		12
Learning Objectives								
By the end of the lesson, students will be able to								
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about Act IV, Scene i• Practice and do the tasks of the lesson completely and correctly.								
Teaching Aids			Strategies				Total Time	
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work				45 MS	
Warm up							Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.								
				Presentation				
Key Vocabulary								
fallen apart - beggar - bleeding - cliff - hungry for power - rule - revenge								
				Practice				
1) Choose the correct answer from a, b, c, or d.							Time: 8 ms	
<ul style="list-style-type: none">• Students read the text of the act in pairs.• I check answers as a class, encourage the students to discuss the events of the act.• Students are asked to choose the correct answer.								
2) Complete the summaries of each scene with the words in the box.							Time: 7 ms	
<ul style="list-style-type: none">• Students work in pairs to summarize the act with the words in the box.• I remind them that they can discuss the scenes of the act.• Students are asked to compare their answers with a partner before checking as a class.								
3) Answer the questions about what happens in this part of the play.							Time:8 ms	
<ul style="list-style-type: none">• Students look at the questions about the events of this part of the play.• I allow students a few minutes to discuss the ideas of these questions.• Students are encouraged to answer the questions.								
4) What do we learn about the characters in this part of the play?							Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss the question.• Students could answer the questions.								
				Workbook				
1) Choose the correct answer from a, b, c, or d.							Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,								
2) Complete the summaries of each scene with the words in the box.							Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.								
3) Match the people with these descriptions.							Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.								
				Homework				
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.								
				Evaluation				
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.								

Day	Date	Class	Period	Unit 9	Lesson 1
				Conservation	SB Pages 26 27 WB Pages 14

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about volunteer conservation projects
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Presentation

Key Vocabulary

preserve - biodiversity - species - challenging - native inhabitants - scholarship

Practice

1) Read the advert for volunteer conservation projects quickly.

Time: 8 ms

- Students read the advert quickly.
- I check answers as a class, encourage the students to discuss the project.
- Students are asked to answer the questions about the advert.

2) Read the advert again. Are these sentences true (T) or false (F).

Time: 7 ms

- Students read the advert again
- I remind them that they can decide if the sentences true or not.
- Students are asked to compare their answers with a partner before checking as a class.

3) Work in pairs. Tell your partner which trip you're most interested in and why.

Time: 8 ms

- Students look at the picture.
- I allow students a few minutes to discuss the picture.
- Students are encouraged to answer the questions.

4) Complete the mind-map with the possible benefits and problems of conservation volunteer trips.

Time: 7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to discuss in pairs the mind map.
- Students could complete the mind-map with the possible benefits.

Workbook

1) Rewrite the phrases in italics with the correct words or phrases from the box.

Time: 4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Match to make sentences.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Complete the text with the words in the box.

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 9	Lesson 2
				Conservation	SB Pages 28 29 WB Pages 15

Learning Objectives

By the end of the lesson, students will be able to

- Discuss the different ideas of the lesson about conservation on the Red Sea Coast in Egypt.
- Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

- Students are asked some questions to introduce the main ideas of the lesson.
- I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

tourism - divers - removed - facilities - souvenirs

Practice

1) Listen to a news report about conservation on the Red Sea Coast in Egypt.

Time: 8 ms

- Students listen to the audio script.
- I check answers as a class, encourage the students to discuss the audio script.
- Students are asked to answer some questions to check their understanding.

2) Listen again and answer the questions.

Time: 7 ms

- Students listen again to the audio script.
- I remind them that they can discuss the ideas in the script.
- Students are asked to compare their answers with a partner before checking as a class.

3) Write P (Past) for the statements about what happened in the past and N (Now)

Time:8 ms

- Students look at the statements about what happened in the past.
- I allow students a few minutes to discuss the past simple and the past perfect.
- Students are encouraged to answer some questions to check their understanding.

4) Complete the sentences with used to and the verb in brackets.

Time:7 ms

- Students read through the questions with a partner and see how much they remember.
- I ask the students to discuss the ideas in the sentences.
- Students could complete the sentences in pairs.

Workbook

1) Listen to a radio programme about the Great Barrier Reef and answer the questions.

Time:4 ms

- Students are encouraged to complete the answers correctly.
- I elicit or remind students how to complete the task with a friend
- Students are allowed to report back to the class,

2) Complete these sentences from the radio programme with the correct form of used to + verb.

Time: 4 ms

- Students write the answers of the questions correctly.
- I divide the class into groups to discuss the answers as a class.
- Individual students are asked to help their partners to answer correctly.

3) Make questions about when you were ten with use to and these words.

Time: 4 ms

- Students are given enough time to answer the questions.
- I ask the students to work in pairs.
- Different groups are asked to feedback their answers to the class.

Homework

- Students do the rest of the exercises in their workbooks individually.
- I check answers. Praise good work.

Evaluation

- Students can do all the tasks successfully.
- I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit 9	Lesson 3	
				Conservation	SB Pages	WB Pages
					30	16
Learning Objectives						
By the end of the lesson, students will be able to						
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about trying to solve the problem• Practice and do the tasks of the lesson completely and correctly.						
Teaching Aids		Strategies		Total Time		
Student 's Book - White Board Workbook -Tape Recording		Group Work – Discussion - Brainstorming Role Play- Pair Work		45 MS		
Warm up				Time:3 ms		
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.						
Presentation						
Key Vocabulary						
skate park - solutions - rubbish - organise - visible						
Practice						
1) Listen to two students trying to solve a problem and answer the questions.				Time: 8 ms		
<ul style="list-style-type: none">• Students listen to the audio script.• I check answers as a class, encourage the students to discuss the audio script.• Students are asked to answer some questions to check their understanding.						
2) Listen again. What do the two students learn from their discussion about what type of solution				Time: 7		
<ul style="list-style-type: none">• Students listen again to the audio script.• I remind them that they can discuss the problem to find a suitable solution.• Students are asked to compare their answers with a partner before checking as a class.						
3) Read the problem and the five possible solutions				Time:8 ms		
<ul style="list-style-type: none">• Students read the problem.• I allow students a few minutes to discuss the problem in pairs.• Students are encouraged to suggest to find a solution.						
4) Think of a problem that exists in your town and a possible solution for it.				Time:7 ms		
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss and find a possible solution to it.• Students could solve a problem.						
Workbook						
1) Listen to a discussion about a problem. How many different solutions do the experts give?				Time:4 ms		
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,						
(2) Listen again. Are these sentences true (T) or false (F) Correct the false sentences				Time: 4 ms		
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.						
3) Read the problem. Choose the best solution and say why.				Time: 4 ms		
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.						
Homework						
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.						
Evaluation						
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.						

Day	Date	Class	Period	Unit 9	Lesson 4	
				Conservation	SB Pages	WB Pages
					31	17
Learning Objectives						
By the end of the lesson, students will be able to						
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about benefits of being a volunteer• Practice and do the tasks of the lesson completely and correctly.						
Teaching Aids		Strategies		Total Time		
Student 's Book - White Board Workbook -Tape Recording		Group Work – Discussion - Brainstorming Role Play- Pair Work		45 MS		
Warm up					Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.						
Presentation						
Key Vocabulary						
significant - arise from - not only - but also - lead - consequently - opportunities						
Practice						
1) Work in pairs. Read the opinion essay and answer the questions.					Time: 8 ms	
<ul style="list-style-type: none">• Students read the opinion essay• I check answers as a class, encourage the students to discuss the questions.• Students are asked to answer the questions to check their understanding.						
2) Read the essay again. Answer the questions.					Time: 7 ms	
<ul style="list-style-type: none">• Students read the essay again.• I remind them that they can discuss the essay in pairs.• Students are asked to compare their answers with a partner before checking as a class.						
3) Answer the questions about the words in bold in the essay					Time:8 ms	
<ul style="list-style-type: none">• Students read again the essay.• I allow students a few minutes to discuss it in pairs.• Students are encouraged to answer the questions.						
4) Choose one of the titles below. Plan an opinion essay					Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to plan an opinion essay.• Students could choose one of the title.						
Workbook						
1) Match the formal expressions 1–6 with the less formal expressions that have a similar meaning a–f.					Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,						
2) Complete the opinion essay with the correct formal expressions from Exercise 1.					Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.						
3) Write an opinion essay with the title, ‘All young people should volunteer in their holidays.’					Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.						
Homework						
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.						
Evaluation						
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.						

Day	Date	Class	Period	Unit 9	Lesson 5				
						SB Pages		WB Pages	
					Conservation	32	34	--	
Learning Objectives									
<u>By the end of the lesson, students will be able to</u>									
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about Act IV, Scene iv• Practice and do the tasks of the lesson completely and correctly.									
Teaching Aids			Strategies			Total Time			
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work			45 MS			
Warm up							Time:3 ms		
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.									
					Presentation				
Key Vocabulary									
cure - steep - blood - edge - valuable - bleeding - cliff									
					Practice				
1) Choose the correct answer from a, b, c or d.							Time: 8 ms		
<ul style="list-style-type: none">• Students revise the previous events.• I check answers as a class, encourage the students to discuss the events of the act.• Students are asked to answer the questions in pairs.									
2) Read this part of the play again.							Time: 7 ms		
<ul style="list-style-type: none">• Students read this part of the play quickly.• I remind them that they can discuss the events of this part.• Students are asked to compare their answers with a partner before checking as a class.									
(3) Are these sentences true (T) or false (F) Correct the false sentences.							Time:8 ms		
<ul style="list-style-type: none">• Students read the sentences in pairs.• I allow students a few minutes to discuss the sentences.• Students are encouraged to decide if these sentences true or not.									
4) Make predictions about each of the following characters:							Time:7 ms		
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss these predictions of the characters.• Students could									
					Workbook				
1) Complete the sentences with the correct form of these words.							Time:4 ms		
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,									
2) Match the people with the descriptions.							Time: 4 ms		
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.									
3) Match the items in column A with those in column B.							Time: 4 ms		
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.									
					Homework				
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.									
					Evaluation				
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.									

Day	Date	Class	Period	Unit 9	Lesson 6			
						SB Pages	WB Pages	
					Conservation	35		1819
Learning Objectives								
<u>By the end of the lesson, students will be able to</u>								
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about Act IV, Scene iv• Practice and do the tasks of the lesson completely and correctly.								
Teaching Aids			Strategies			Total Time		
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work			45 MS		
Warm up							Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.								
				Presentation				
Key Vocabulary								
cure - steep - blood - edge - valuable - bleeding - cliff								
				Practice				
1) Choose the correct answer from a, b, c or d.							Time: 8 ms	
<ul style="list-style-type: none">• Students read the sentences in pairs.• I check answers as a class, encourage the students to discuss the sentences in pairs.• Students are asked to choose the correct answer								
2) Read this part of the play again.							Time: 7 ms	
<ul style="list-style-type: none">• Students read this part of the play again.• I remind them that they can discuss the events in this part of the play.• Students are asked to compare their answers with a partner before checking as a class.								
(3) Are these sentences true (T) or false (F) Correct the false sentences.							Time:8 ms	
<ul style="list-style-type: none">• Students read these sentences quickly.• I allow students a few minutes to discuss the ideas in these sentences.• Students are encouraged to decide if the sentences true or not.								
4) What do you think will happen in the rest of the play?							Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to discuss the question.• Students could predict what they think will happen in the rest of the play.								
				Workbook				
1) Read these quotations. Who is the speaker of each sentence?							Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,								
2) Complete the sentences from the story with these words.							Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.								
3) Read the quotations and answer the questions.							Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.								
				Homework				
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.								
				Evaluation				
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.								

Day	Date	Class	Period	Unit	Lesson			
						SB Pages	WB Pages	
Learning Objectives								
<u>By the end of the lesson, students will be able to</u>								
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about• Practice and do the tasks of the lesson completely and correctly.								
Teaching Aids			Strategies				Total Time	
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work				45 MS	
Warm up							Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.								
				Presentation				
Key Vocabulary								
				Practice				
1)							Time: 8 ms	
<ul style="list-style-type: none">• Students discuss• I check answers as a class, encourage the students to• Students are asked to								
2)							Time: 7 ms	
<ul style="list-style-type: none">• Students work in pairs to• I remind them that they can use• Students are asked to compare their answers with a partner before checking as a class.								
3)							Time:8 ms	
<ul style="list-style-type: none">• Students look at• I allow students a few minutes to• Students are encouraged to								
4)							Time:7 ms	
<ul style="list-style-type: none">• Students read through the questions with a partner and see how much they remember.• I ask the students to• Students could								
				Workbook				
1)							Time:4 ms	
<ul style="list-style-type: none">• Students are encouraged to complete the answers correctly.• I elicit or remind students how to complete the task with a friend• Students are allowed to report back to the class,								
2)							Time: 4 ms	
<ul style="list-style-type: none">• Students write the answers of the questions correctly.• I divide the class into groups to discuss the answers as a class.• Individual students are asked to help their partners to answer correctly.								
3)							Time: 4 ms	
<ul style="list-style-type: none">• Students are given enough time to answer the questions.• I ask the students to work in pairs.• Different groups are asked to feedback their answers to the class.								
				Homework				
<ul style="list-style-type: none">• Students do the rest of the exercises in their workbooks individually.• I check answers. Praise good work.								
				Evaluation				
<ul style="list-style-type: none">• Students can do all the tasks successfully.• I check their understanding to the lesson and follow all the different standards of the students.								

Day	Date	Class	Period	Unit	Lesson			
						SB Pages	WB Pages	

Learning Objectives

By the end of the lesson, students will be able to

• Discuss the different ideas of the lesson about

• Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

• Students are asked some questions to introduce the main ideas of the lesson.

• I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

Practice

1)

• Students discuss

• I check answers as a class, encourage the students to

• Students are asked to

Time: 8 ms

2)

• Students work in pairs to

• I remind them that they can use

• Students are asked to compare their answers with a partner before checking as a class.

Time: 7 ms

3)

• Students look at

• I allow students a few minutes to

• Students are encouraged to

Time:8 ms

4)

• Students read through the questions with a partner and see how much they remember.

• I ask the students to

• Students could

Time:7 ms

Workbook

1)

• Students are encouraged to complete the answers correctly.

• I elicit or remind students how to complete the task with a friend

• Students are allowed to report back to the class,

Time:4 ms

2)

• Students write the answers of the questions correctly.

• I divide the class into groups to discuss the answers as a class.

• Individual students are asked to help their partners to answer correctly.

Time: 4 ms

3)

• Students are given enough time to answer the questions.

• I ask the students to work in pairs.

• Different groups are asked to feedback their answers to the class.

Time: 4 ms

Homework

• Students do the rest of the exercises in their workbooks individually.

• I check answers. Praise good work.

Evaluation

• Students can do all the tasks successfully.

• I check their understanding to the lesson and follow all the different standards of the students.

Day	Date	Class	Period	Unit	Lesson			
						SB Pages	WB Pages	

Learning Objectives

By the end of the lesson, students will be able to

• Discuss the different ideas of the lesson about

• Practice and do the tasks of the lesson completely and correctly.

Teaching Aids	Strategies	Total Time
Student 's Book - White Board Workbook -Tape Recording	Group Work – Discussion - Brainstorming Role Play- Pair Work	45 MS

Warm up

• Students are asked some questions to introduce the main ideas of the lesson.

• I encourage the students to answer the questions in pair or group work.

Time:3 ms

Presentation

Key Vocabulary

Practice

1)

• Students discuss

• I check answers as a class, encourage the students to

• Students are asked to

Time: 8 ms

2)

• Students work in pairs to

• I remind them that they can use

• Students are asked to compare their answers with a partner before checking as a class.

Time: 7 ms

3)

• Students look at

• I allow students a few minutes to

• Students are encouraged to

Time:8 ms

4)

• Students read through the questions with a partner and see how much they remember.

• I ask the students to

• Students could

Time:7 ms

Workbook

1)

• Students are encouraged to complete the answers correctly.

• I elicit or remind students how to complete the task with a friend

• Students are allowed to report back to the class,

Time:4 ms

2)

• Students write the answers of the questions correctly.

• I divide the class into groups to discuss the answers as a class.

• Individual students are asked to help their partners to answer correctly.

Time: 4 ms

3)

• Students are given enough time to answer the questions.

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Time: 4 ms

Homework

• Students do the rest of the exercises in their workbooks individually.

• I check answers. Praise good work.

Evaluation

• Students can do all the tasks successfully.

• I check their understanding to the lesson and follow all the different standards of the students.

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Warm up

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• Students can do all the tasks successfully.

• I check their understanding to the lesson and follow all the different standards of the students.

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<u>By the end of the lesson, students will be able to</u>								
<ul style="list-style-type: none">• Discuss the different ideas of the lesson about• Practice and do the tasks of the lesson completely and correctly.								
Teaching Aids			Strategies				Total Time	
Student 's Book - White Board Workbook -Tape Recording			Group Work – Discussion - Brainstorming Role Play- Pair Work				45 MS	
Warm up							Time:3 ms	
<ul style="list-style-type: none">• Students are asked some questions to introduce the main ideas of the lesson.• I encourage the students to answer the questions in pair or group work.								
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Key Vocabulary								
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Time:3 ms

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