

تم تحميل وتوفير المادة من

موقع كتبي

المدرسية اونلاين



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موقع كتبي يعرض لكم الكتب الدراسية الطبعة الجديدة
وحلولها، توزيع مناهج، تحضير، أوراق عمل، عروض
بوربوينت، نماذج إختبارات بشكل مباشر PDF

جميع الحقوق محفوظة للقائمين على العمل



Kingdom Of Saudi Arabia

Ministry Of Education

Educating Management Of Area.....

School Name.....

Class \ 2nd Intermediate

Term\ Second

Weekly Class Schedule							
Shares Days	First	Second	Third	Fourth	Fifth	Sixth	Seventh
MON.							
TUE							
Tues.							
THU.							
Thus.							

Preparation of LIFT OFF (4)

The Teacher

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the Principle

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General Objective of Teaching English in Intermediate Stage

- 1. Learn the basics of the English language that would form the foundation for its mastery in the future.**
- 2. Use the basic structures of English sentences.**
- 3. Learn the core vocabulary assigned for this stage.**
- 4. Listen and understand simple English language.**
- 5. Express themselves orally using simple English language.**
- 6. Read and understand simple written English language materials.**
- 7. Write simple guided sentences in English language.**
- 8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam**

مسرد تحضير مادة اللغة الإنجليزية

اليوم	التاريخ	الصف	الحصة	عنوان الدرس	التوقيع
الأحد	14 / / هـ				
الاثنين	14 / / هـ				
الثلاثاء	14 / / هـ				
الأربعاء	14 / / هـ				
الخميس	14 / / هـ				

Teacher

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The principal

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Unit 1	Trips and Journeys	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	Come for lunch	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about future plans

to use present continuous in present and future

to read a schedule

to write about future plans

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

at the moment, bowling, diving, journey, rest (v), tower

Presentation:

1 Look, listen, ask and answer. a) In pairs, Ss describe what they can see. b) Ss read the question. Play track 1. Ss follow the text in their books. Elicit the answer. c) Ss read the questions. Play track 1. In pairs, Ss ask and answer the questions. Elicit the answers.

2 Match the sentences to the pictures. Write 1 or 2 in each box. Ss look at the pictures and read the sentences. Ss number the pictures 1 or 2. Ss check their answers in pairs. Elicit the answers.

3 Read, listen, say and write. a) Ss to look at Nina's plans and read the questions. Ss look at the speech bubble with the model answer. Elicit answers. b) Ss read Fred's plans. Play track 2. Ss write the answers. Elicit answers. c) Ss look at the speech bubbles. Elicit one or two example questions and answers from the class. In pairs, Ss ask and answer questions. d) In pairs, Ss tell each other about their plans for the weekend. e) Ss read the beginning of Nina's e-mail. Elicit the end of the next sentence. Elicit suggestions for a suitable ending for the e-mail.

EVALUATION

- Pupils will be evaluated through:

Saying their plans.

completing the e-mail.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 1	Trips and Journeys	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	Nina's camera	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to narrate and comment

to express opinions

to practice irregular past simple verbs

to use *nowhere, no one, nothing*

to read a comment form

to write an account of an event

to produce falling intonation:
to express polite non-interest

Teaching Aids

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Newspaper
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

comment (n), excellent, facilities, good-value, pack (v), service (room service), staff, tasty

Presentation:

1 Say, read, match and listen. a) In pairs, Ss talk about the picture. Elicit answers. Ss read the dialogue and tick the best sentence to finish it. Elicit the correct answer. b) In pairs, Ss match the pictures and the sentences. Elicit answers. c) Play track 3. Ss listen. In pairs, Ss discuss the story. Elicit answers.

2 Read, say and write. a) In pairs, Ss read and talk about the questions. Elicit answers. b) Ss read the *e-mail* and fill in the blanks. In pairs Ss check each other's work. Elicit answers. c) Ss write an account of what they did last weekend. Ss read accounts of their weekends.

Pronunciation corner Revise *nowhere, no one, nothing*. Play part 1 of track 4. Ss repeat. Play part 2 of track 4. Ss repeat.

EVALUATION

- Pupils will be evaluated through:

Reading accounts of their weekends.

Matching pictures and sentences.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 1	Trips and Journeys	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Back to England	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about transport and travel

to use *by* and *on* for methods of transport

to label a simple diagram with information from a text

Teaching Aids

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Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

airport, balloon, bones, how far?, motorbike, scooter, ship, step

Presentation:

1 Say, read and complete. a) Ss discuss the picture in pairs. Ask *Who can you see? Where are they?* Elicit answers. b) Ss read the questions and the dialogue. Ss answer the questions by ticking the boxes. Ss say if each statement is true or false. c) Ss look at the diagram and the model answer. Ss complete the diagram with the help of the dialogue. Check the answers. d) Ss read the speech bubble. Ss use the diagram to make more sentences.

2 Listen, say and match. a) Play track 5. Ss repeat. Point to a picture and ask the class to name it. b) Play track 6. Ss number the pictures. Check the answers. c) Ss read the sample question and answer. In pairs, Ss ask and answer similar questions about the pictures.

3 Say and read. a) Ss read the questions and write short answers/guesses. In pairs, Ss compare answers. b) Ss read *About a foot* and check their answers. Elicit the answers.

EVALUATION

- Pupils will be evaluated through:

Saying if statements are true or false.

Demonstrating question and answer to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 1	Trips and Journeys	Day	SUN.	MON.	TUE.	WED.	.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in Unit 1

to use indefinite pronouns and adverbs

to say a poem for rhythm and stress

Teaching Aids

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Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Presentation:

1 Look, say and write. a) Ss read the question and answer. In pairs, Ss ask and answer about each picture. b) Ss read the model sentences. Ss write two sentences for each picture. Ss check each other's work. Ss read their answers.

2 Read, listen and say. a) Ss look at the question and the poem. Ss tick the best answer to the question. b) Play track 7. Ss listen. Play the track again. Ss repeat.

Grammar study Ss read the Grammar study box. Ss complete the table. Check answers with individual Ss.

3 Underline the correct word to finish each sentence. Ss read the sentences and underline the answer. Ss check each other's work. Check answers.

4 Read and match. Ss match the correct verb(s) with methods of transport. In pairs Ss check each other's work.

5 Say the meaning of these words. Ss read the model question and answer. In pairs, Ss ask and answers questions about each word in the exercise.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 2	People, animals, places, things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	How ill am I?	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about dimensions and amounts

to ask questions with *how* and adjectives, *how much* and *how many*

to form and use present simple

to write personal information

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CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

age, calorie, fit, fitness, health, healthy, heavy, height, ill, weigh (v), weight

Presentation:

1 Look, say and listen. a) In pairs, Ss describe the picture. b) Read the questions. Play track 8. Ss listen and number the questions. Play track 8 again and check answers. c) Play track 8 again. Ss listen and fill in the missing information on the form. Check answers.

2 Look! Ss read the *Look!* box. Ask *How old is Ibrahim? How tall is Reema? How heavy is Omar?*

3 Speaking. Ss read the model questions. Elicit answers. In pairs, Ss ask and answer the questions.

4 Listen to Charlie and the doctor. Ask and answer. Ss read the questions. Play track 9. Ss discuss the answers in pairs. Play track 9 again. Ss check their answers. Check answers.

5 Read, listen and check. a) Ss read through the questions in the quiz. Ss answer the questions. b) Ss check their answers in pairs. Play track 10. Ask pairs of Ss for their answers. Check the class agrees.

6 Read and match. Ss read Exercise 6. Ss match the words the right question.

EVALUATION

- Pupils will be evaluated through:

Saying sentences about the pictures.

Asking and answering questions.

Talking about partners.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 2	People, animals, places, things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	How heavy are elephants?	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about and describe animals

to compare objects and people

to form and use questions with *how* and adjectives

to form and use superlative adjectives

to pronounce third person present simple verbs: /s/, /z/, /ɪz/

to read and write short descriptions of animals and places

Teaching Aids

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Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

cheetah, koala bear, lazy, strong, town, young

Presentation:

1 Say, read, complete and speak. a) Ss answer the questions in pairs. b) Ss read the e-mail to see if they were correct. Check answers. c) Ss look at the pictures. Elicit names of the animals. Ss use the words in the box to complete the sentences. Ss check each other's work. d) Ss ask and answer the questions in pairs.

2 Listen and say. a) Read the words. Play track 11. Ss match the words with the Ss. Check the answers. b) Read the speech bubble. Ss talk about the characters in the picture.

3 Write sentences in your notebooks. Ss look at the pictures and read the keywords. Read the model sentences. Ss write the sentences into their notebooks. Ss check each other's work.

Pronunciation corner a) Play part 1 of track 12. Elicit the different sounds to the final -s. b) Play part 2 of track 12. Ss repeat. c) Play track 12, part 3. Ss write the words in the correct columns. In pairs, Ss check each other's work.

EVALUATION

- Pupils will be evaluated through:

Giving ideas about pictures.

Asking and answering questions.

Talking about the characters in the pictures.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 2	People, animals, places, things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	They are even bigger!	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about dimensions and amounts

to compare objects

to use comparative adjectives with *even*

to complete a table with information

to write a description of an animal

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

even, horn, jet, oryx, passenger, speed, call, wide, width

Presentation:

1 Say, read and complete. a) Ss read the question and look at the picture. In pairs, Ss answer the question. Check the answer. b) Introduce *even*. Write the underlined words on the board. Ss repeat. Read the question and possible titles. Ss complete the table. Check answers.

2 Look! Ss read the sentences. Point out the use of *but*. Ss make sentences of their own with any classroom objects to hand.

3 Talk to a partner. a) Ss read the example. In pairs, Ss compare the two planes as in the example. b) In pairs, Ss compare the animals and places.

4 Listen, complete, say and write. a) Look at the photograph in and read the labels. Play track 13. Ss complete the labels. Check the answers. b) In pairs, Ss talk about the Arabian oryx. c) Ss write a short paragraph about the oryx. Ss check each other's work.

EVALUATION

- Pupils will be evaluated through:

Making sentences about classroom objects.

Comparing the planes in the pictures.

Demonstrating conversation to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 2	People, animals, places, things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in unit 2

to make questions with *what* and *how*.

to identify rhyming sounds.

Teaching Aids

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Presentation:

1 Listen, say and write. a) Play track 14. Ss fill in the missing information. Ss check each other's work. b) In pairs, Ss ask and answer questions with *How ...?* c) Ss write three sentences about each person.

2 Say and read. a) Ss read and answer the questions. b) Ss read *Did you know ...?* box and check their answers.

3 Read, listen and check. a) Ss find words with the same middle sound and say the words very slowly and quietly to themselves. Ss underline the words with the same middle sound. b) Play track 15. Ss listen and check their answers. Elicit the answers.

Grammar study Ss read the Grammar study. Ss complete the missing words. Check answers.

4 Underline the correct word to complete each question. Ss underline the correct words. In pairs SS check each other's work.

5 Match the answers to the questions. Ss read each answer and find the correct question. Ss complete the matching exercise. Ss check each other's work.

6 Read and complete the correct form of the word in brackets. Ss read the sentences and complete each one with the correct word. Ss correct each other's work. Check answers.

7 Talk about people in your class. Use these words. In pairs Ss make sentences about classmates. Ss share their sentences with the class.

EVALUATION

- Pupils will be evaluated through:

Making sentences about people.

Making sentences about classmates.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 3	Decisions, decisions	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	A writing competition	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to ask for extra information

to present the future with *will*- statements and questions

to read information about a writing competition

to write requests

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

decision, competition, e-book reader, information, Malaysia, parent, prize, winner, worry

Presentation:

1 Read, say and answer. a) Ss read the e-mail. b) Ss read and answer the questions. Ss compare answers in pairs. Check the answers. c) Read the text box with the class. Ss discuss the answers in pairs. Ss give answers. the class agree or disagree and say why. d) In pairs, Ss find, underline and say to each other all the verbs with *will*.

2 Look! Ss look at the *Look!* box. Ss make questions with the verbs they underlined.

3 Listen, say and match. a) Play track 16. Ss listen and repeat. b) Ss look at the pictures and match them to the sentences. c) Play track 16 again. Ss check their answers. Check the answers. d) Play track 17 again. Ss repeat.

4 Say. In pairs, Ss use the pictures to say sentences with *will* + verb.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Making sentences with *will* + verb.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 3	Decisions, decisions	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	What kind of person are you?	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to describe people's character, likes and personality

to practise prepositions after adjectives

to complete a questionnaire
to write a personality description

to pronounce the sounds /j/ and /w/ used to link words in phrases together

Teaching Aids

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

afraid, annoyed, describe, fond, friendship, generous, helpful, kind, noisy, questionnaire

Presentation:

1 Read, listen and say. a) Ss read the questions. As a class read the questionnaire. Elicit the correct answer. b) Play track 18. Ss listen and answer. Ss check their answers in pairs. c) Ss read the question and the speech bubbles. In pairs, Ss make sentences about Fred. d) Play track 18 again, Ss can repeat.

2 Complete, ask and answer. a) Read the speech bubbles. Ss use words to complete the sentences. Ss check their work in pairs. b) Ss carry out the task. c) Ss speak about their partners, using their notes.

Pronunciation corner a) Play track 19. Students repeat. b) Play track 19. Ss complete the table. c) Play track 19. Ss repeat.

3 Write eight sentences in your notebooks. Use these words. Ss read the example sentences and the words in the box. Ss say sentences about themselves. In their notebooks, Ss write a short paragraph about themselves.

EVALUATION

- Pupils will be evaluated through:

Saying sentences about themselves.

Writing a paragraph about themselves.

Asking and answering questions.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 3	Decisions, decisions	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Things we want to do	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about decisions relating to things they want to do

to present the future with *will* - statements and negatives

to read to guess the meaning of a word

to write things to do to help in various situations

Teaching Aids

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Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

before, diet (n), foul, insect, practise, train, successful

Presentation:

1 Read, answer and say. a) Ss read the speech bubbles. Ss answer the questions and check each others' work.

b) Explain how to make *will* negative. Ss transform other verbs in the same way. Ss decide which character said which statement. c) Ss look at the pictures and read what each person wants to do.

2 Talk to your partner. Read and say the opposite to the sentences. Read the speech bubbles. Elicit one or two answers. Ss complete the task in pairs. Check answers.

3 Say, listen and match. a) Ss say what they could do to help the people. b) Play track 20. Ss complete the table. Check the answers.

4 Say and read a) Ss answer the question. b) Read the text box. Ss vote on the answer again.

5 Say and write. a) In pairs, Ss talk about what they will or won't do. b) Ss write three sentences for each text box in their notebooks.

EVALUATION

- Pupils will be evaluated through:

Saying what they could do to help the people.

Talking about what they will or won't do.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 3	Decisions, decisions	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise language in unit 3

to revise the future with *will*

to produce the sound of linking a consonant at the end of a word to a vowel at the start of a word

Teaching Aids

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Presentation:

1 Read, complete and listen. a) Read the words in the box as a class. Ss read the e-mail and fill in the blanks. b) Play track 21. Ss check their work. Ss read sentences from the e-mail. Check answers.

2 Read, ask and answer. a) Ss read and answer the questionnaire. b) In pairs, Ss ask and answer the questionnaire. c) Ss change partners and speak about their first partner.

Grammar study Read the information with the class. Ss make an example sentence with *will*, repeat the sentence using the short form (*I'll*), make that sentence negative, make it into a question, give a short answer with *Yes*, and give a short answer with *No*.

3 Write sentences with will in your notebook. Read question 1 and elicit the model answer. Ss copy the model answer into their notebooks and continue with the exercise. Ss check their work in pairs.

EVALUATION

- Pupils will be evaluated through:

Speaking about their partner.

Asking and answering the questionnaire.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 4	Past, present and future	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	August 24th in the year 79	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to narrate a scene in the past

to describe events in the past

to use *there was/were* and verb + *-ing*

to practise using past simple and past continuous

to read an account of an eruption

to answer detailed questions

Teaching Aids

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Newspaper
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

eruption, flame, fisherman, land, ready, smoke, wave

Presentation:

1 Look, say, listen and read. a) Ss read the speech bubble. Ss follow the model and make a sentence about the boys and other people. b) Play track 23. Ss check their answers. c) Ss read the questions and match them with the correct people. Ss write the correct number in each box. d) Play track 24. Ss check their answers. Check answers as a class.

2 Look! Ss read the *Look!* box. Ss make sentences.

3 Say two sentences about each of the people. Read the model sentences. Ss continue in the same way about other people. Ss complete the task in pairs.

4 Read, match and write. a) Read the headings. Ss pick out key words to search for. Ss search the passage for these words. Ss match the headings with the correct paragraph. b) Read the questions with the class. Read the first paragraph. Ss read the other paragraphs and answer the questions. Ss check each other's work. Check the answers as a class.

EVALUATION

- Pupils will be evaluated through:

Making sentences about the boys and other people.

Matching the headings with the paragraphs.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 4	Past, present and future	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	A special visit to Saudi Arabia	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to ask and speak about habits and routines

to link similar information

to form *wh-* questions with the present simple

to use *not only ... but also*

to read information about the Hajj

to link sentences with *not only ... but also*

Teaching Aids

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Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

duty, enough, lose, pasta, pilgrim, pilgrimage, protein, race, replace, such as

Presentation:

1 Read, listen and say. a) Ss look at the picture, read the speech bubble and answer the question in pairs. Check the answers. b) Ss read the questions, listen to track 25 and number the questions. Ss check each other's work. Check the answers with the class. c) Ss read the questions and think about the answers. Play track 25 again. Ss fill in the blanks. Ss give their answers. Check the class agrees. d) Ss turn statements into questions. Ss ask and answer questions in pairs.

2 Write sentences in your notebooks. Use *not only ... but also*. Read question 1 and the sentence with the class. Ss write the sentences in their notebooks. Ss check each other's work.

3 Read, find and say. a) Ss read the question, the e-mail and answer. b) Ss read the questions and underline the answer in the e-mail. Ss check each other's work. Ss read their answer. c) Ss talk to their partner about the Hajj.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Performing dialogues to the class.

Talking about the Hajj.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 4	Past, present and future	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Fred's essay	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to speak about past, present and future ability

to use *can* in the past, present and future

to introduce *will be able to*.

to read and write about aspirations for the future

to read information about the hajj

to identify the number of syllables and the stressed syllable

Teaching Aids

Blackboard
The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

century, facility, government, hope, married, railway, salary, tent

Presentation:

1 Read, answer and say. a) Ss read the text in pairs and underline the verb phrases. Ss read the phrases they have found. b) Read the three headings with the class. Ss vote on what Fred's essay is about. c) Ss read the questions and say if they are true or false. Ss check answers in pairs. Check with the class.

2 Say what you hope you will be able to do in ten years' time. In pairs Ss talk about their aspirations. Ss tell the class about their partner.

3 Read, listen and say. a) In pairs Ss guess the missing words. b) Play track 26. Ss listen and check or complete their answers. Ss say their answers. Check the class agrees. c) Ss speak about travel for the Hajj.

Pronunciation corner a) Ss listen to the CD and write the words in the right column. b) Play track 27. Ss complete the task.

EVALUATION

- Pupils will be evaluated through:

Talking about their aspirations.

Talking about partners.

Speaking about travel for the Hajj.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 4	Past, present and future	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in Unit 4

to revise *can* in the past, present and future

to say a poem for rhythm and stress

Teaching Aids

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The textbook
Newspaper
CD
Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Presentation:

- 1 Say and write. a) Ss look at the pictures and read the speech bubbles. Ss talk about the pictures in pairs. b) Ss write three sentences about each picture. Ss check each other's work.
- 2 Listen and number. Play track 28. Ss listen and number the sentences. Ss check answers in pairs.
- 3 Make sentences about pilgrims with *not only ... but also*. Ss make a sentence with question 1 prompt. In pairs, Ss expand the other prompts into sentences in the same way. Ss check their work in pairs.
- Grammar study Ss read the Grammar study box and fill in the gaps. Check the answers with the class.
- 4 Complete the sentences with the correct form of *can*. Ss read the questions and fill in the missing words.
- 5 Match and number. Ss read the words and match them with the correct picture. Ss check answers in pairs.
- 6 Read, listen and say. a) Ss read the poem silently. Play track 29. Ss listen and follow the poem in their books. b) Play the track again. Ss repeat. Play the track again. Ss say the poem at the same time as the CD.

EVALUATION

- Pupils will be evaluated through:

Writing sentences about pictures.

Reading sentences in order.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 5	Be prepared	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	Omar's scholarship trip	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to make offers

to check information about the future

to use *shall* to make offers

to use *in, at* and *on* in prepositional phrases of time

to read a conversation

to write suggestions

Teaching Aids

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Learning Strategy

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Role Play

Presentation

Vocabulary:

air conditioner, butcher, luggage, mechanic, nearly, only, prepared, water (v)

Presentation:

1 Look, say, read and listen. a) Ss look at the picture. Ask *Who can you see? What are they doing?* b) Ss read the questions. Ss read the conversation and number the questions in the right order. c) Play track 30. Ss listen and check their answers. Ss check their answers in pairs.

2 Look! Ss read the *Look!* box. Ss give examples of sentences with correct time phrases.

3 Match, listen and say. a) Ss read the sentences to find an offer of help for each one. Ss match the sentences to the correct pictures. b) Play track 31. Ss check their answers. c) Play track 31 again. Ss repeat. Ss say the conversations, in pairs.

4 Say and write. a) Ss read the speech bubble and say what they can see in the picture. Ss ask and answer in pairs. b) Ss write the sentences in their notebooks and check their work in pairs.

EVALUATION

- Pupils will be evaluated through:

Saying the conversations

Asking and answering questions.

Writing what they can see in the pictures.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 5	Be prepared	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	Stay safe, stay well	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

- to describe accidents and how to avoid them
- to give positive and negative instructions
- to use *never* and *always* with imperatives
- to use reflexive pronouns
- to write safety instructions
- to identify the gist of paragraphs

Teaching Aids

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Learning Strategy

- Discussion
- Brainstorm
- Role Play

Presentation

Vocabulary:

alone, danger, department, drown, helmet, injure (v), injury, overweight, sharp, without

Presentation:

1 Look, listen and answer. a) Ss read the questions and talk about the picture in pairs. b) Read the questions with the class. Play track 32. Ss write the answers to the questions.

2 Read, match, ask and answer. a) Elicit the meaning of *danger*. Pick out the key word(s) in each title. Ss find and underline each keyword in the main text. b) Read the first sentence in paragraph. Ss look at the verb and decide who or what is doing the action.

3 Complete this safety advice to children and parents. Use *always* or *never*. Use examples of school rules to introduce the structure. Ss complete Exercise 3. Check the answers.

4 Say and write. a) Ss look at the pictures and read the prompts. Ss model the dialogue for the first picture by reading the example. In pairs, Ss give advice and reasons. Ss say each dialogue to the class. b) Read the example warning notes. Ss write notes for the other pictures.

EVALUATION

- Pupils will be evaluated through:

Giving advice and reasons.

Performing dialogues to the class.

Writing warning notes.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 5	Be prepared	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Things to do and see	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about plans

to make suggestions

to use *shall we, how about (verb + -ing), what about (verb + -ing)* for suggestions

to revise other forms of suggestions and *might*

to read and write a review of a visit

to practise linking words in phrases and sentences with /j/ and /w/ and other consonants.

Teaching Aids

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Presentation

Vocabulary:

consonants, dislike, ice, link (v), plan (v), review (n), rink, skating, vowels, wildlife

Presentation:

1 **Look, answer and check.** a) Read Exercise 1a as a class. Ss look at the picture and answer the questions in pairs.

b) Play track 33 to check answers.

2 **Listen and number the pictures.** Ss look at the pictures and read the captions. Play track 34. Ss listen and number the pictures. Check the answers.

3 **Look!** Read the *Look!* box. Ss make suggestions. Ss write out the suggestions. With a partner, Ss check their work.

4 **Talk about the photo in Exercise 2 to a partner.** Ss look at the picture and make suggestions. Ss say their suggestions to the class.

5 **Read, complete, ask and write.** a) Read paragraph 1. Ss work individually. Ss check their work with a partner. b) In pairs, Ss ask and answer the questions. Ss demonstrate their interviews to the class.

Pronunciation corner a) Read the speech bubble. Ss look at the sentences and see where the words join. Ss listen and join the words. Play track 35, part 1. Ss listen and repeat. b) Ss mark where the words join. c) Play track 35, part 2. Ss listen, repeat and check.

EVALUATION

- Pupils will be evaluated through:

Saying suggestions to the class.

Asking and answering questions.

Demonstrating interviews to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 5	Be prepared	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in Unit 5

to consolidate the formation of reflexive pronouns.

to revise making suggestions.

to listen to and read a poem for pronunciation, stress and rhythm practice.

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Learning Strategy

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Presentation

Presentation:

1 Read, listen and say. a) Read the questions. Ss read the poem and say what it's about. b) Play track 36. Ss listen and follow in their books. c) Play track 36 again. Ss repeat. Ss practise the poem in pairs.

2 Complete these suggestions. Write one word in each space. Elicit ways of making suggestions. Ss complete Exercise 2 in pairs and check their answers with a partner.

3 Say and write. Read the two diaries. Ss model the first answer. Ss complete the task in pairs.

Grammar study Read the Grammar study box. Ss complete the table.

4 Complete the sentences with the correct reflexive pronoun. Say some names. Ss respond with the correct pronoun and reflexive pronoun. Ss complete the exercise and check their answers with a partner.

5 Match and number. Ss look at the photos. Ss write the correct number for each picture and check their answers in pairs.

EVALUATION

- Pupils will be evaluated through:

Reading the poem to the class.

Saying their dialogues to the class.

Saying pronouns and reflexive pronouns.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 6	Omar in England	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	We're looking forward to Omar's visit	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to give instructions

to talk about future actions

to give more complex instructions

to use *when* and verbs with *will*, past and imperatives verbs

to write more complex instructions

to write clauses with *when* and *will*

Teaching Aids

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Learning Strategy

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Role Play

Presentation

Vocabulary:

abroad, check in (v), get on, instructions, locker, look after, look for, nervous, worried

Presentation:

1 Say, listen, check and write. a) Ss look at the picture and suggest answers. b) Play track 37. Ss listen and answer. Check the answers. c) Read the sentence beginnings. Play track 37. Ss listen and complete.

2 Say, listen, answer and write. a) Compare the prompt and the speech bubble. Ss work in pairs to make the other sentences. b) Play track 38. Ss listen and tick or cross each picture. c) Read the example sentence. Ss write the new sentences into their notebooks.

3 Look! a) Read the *Look!* box and elicit the differences. Ss copy the sentences into their notebooks.

4 Read, order, say and write. a) Read the sentences. Ss number the instructions in the correct order and check with a partner. b) Read the speech bubble. Elicit the changes. Elicit the changes needed for sentence two. In pairs Ss complete the task. Check answers. c) Ss find the changes in the speech bubble. In pairs, Ss make the same changes to the other sentences. Check answers.

5 Say and read. a) Ss read the questions. Ss discuss the answers in pairs. b) Ss read the text and check their answers.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 6	Omar in England	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	This week's project	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to express fractions, quantities and percentages

to compare quantities

to compare quantities with *more / most* and *fewer / fewest* with countable nouns

to read an article about simple research

to identify the number of syllables and the stressed syllable

Teaching Aids

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Audio

Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Vocabulary:

comic, habit, half, graph, nine, quarter, percentage, third, zero

Presentation:

1 Say, read, ask and answer. a) Ss look at the picture and read the e-mail. Ss answer the question. b) Ss ask and answer in pairs. Elicit the answers.

2 Read, answer and say. a) Ss give the fraction equivalents of the percentages. Ss make statements about the columns. Ss scan the text for the words *more* and *fewer*. b) Read the text as a class and answer the true/false questions. c) Play track 39 while pointing to the appropriate figures on the board. Ss repeat. d) Ss use the passage to find the correct fraction equivalents for the other percentages. e) Read the speech bubbles with the class. In pairs, Ss make sentences about the information in the passage, using *more, most, few* and *fewest*.

3 Answer, count and write. a) Ask Ss to answer Exercise 3a about themselves. c) Read the sample sentences. Ss write similar sentences about the other reading types. d) In pairs Ss say six sentences about the class, using *more/most* and *few/fewest*.

EVALUATION

- Pupils will be evaluated through:

Reading percentages.

Making sentences about the information in the passage, using *more, most, few* and *fewest*.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 6	Omar in England	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	At the International School	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to describe people's appearance and character

to describe places

to use *how (is/are/was), what (is/was/were) it like, what (does/did) he like?*

to practise adjectives of character and of appearance.

to read a conversation about a journey

to write a description

Teaching Aids

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Presentation

Vocabulary:

appearance, character, description, fair (colour), funny (amusing), get off, laugh (v), past (adv), straight (adj)

Presentation:

1 Look, say, listen and answer. a) Ss look at the picture and answer the questions in pairs. b) Play track 41. Ss listen and check their answers. c) Read the questions with the class. Play track 41 again. Ss tick the questions they hear. d) Ss ask and answer Fred's questions in pairs.

2 Read, ask and answer. Read the dialogue. Ss read the parts of Omar and Fred. Ss ask and answer questions.

3 Listen, answer and say. a) Play track 42. Ss listen and tick the words Omar uses. Ss check their answers with a partner. b) Read the questions and elicit short answers. Ss ask and answer the questions with a partner.

4 Read, write and say. a) Ss complete the chart. Ss check their work. b) Read the question and speech bubbles. Look at the word box on page 50. In pairs Ss say which words go with appearance and which go with character.

5 Ask and answer. Ss ask and answer the questions.

6 Look! Ss read the *Look!* box and look at the pictures. Ss think up other, real life examples.

7 Write a description of your room at home. Read the questions and elicit an answer for each.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 6	Omar in England	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in unit 6

to use *how (is/are/was), what (is/was/were) it like, what (does/did) he like?*

to identify words with a similar vowel sound

Teaching Aids

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Learning Strategy

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Presentation

Presentation:

1 Read and write. a) Ss match the endings of sentences 1-5 with the endings a-f. Ss check answers with a partner. b) Ss read the example. Ss write the sentences in the future. Ss check each others' work.

2 Read and say. a) Ss read the example and complete the table in the same way. Check answers. b) In pairs Ss make sentences as in the speech bubble.

3 Play tennis with percentages and quantities. In pairs Ss says fractions and the equivalent percentages.

Grammar study Read the Grammar study box. Ss give further examples of each question and appropriate answers.

5 Listen, say, read and check. a) Play track 43. Ss follow in their books and repeat. b) Play track 43 again. Ss underline the words which have a similar middle vowel sound. c) Play track 43. Ss answer. Ask Ss to notice the different ways the same sound can be written - and also that the same spelling can be pronounced in different ways.

4 Match the questions 1-6 to the answers a-f. Ss match the questions with the correct answer. Check the answers with the class.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 7	Finding out about things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	Fred's project	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about obligation and necessity

to use *have to* in the present for obligation and necessity

to read and complete a text

to write things they have to do

Teaching Aids

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Learning Strategy

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Role Play

Presentation

Vocabulary:

alms, face (v), faith, fast (v), fasting, mat, pillar, poor, pray, prayer, profession

Presentation:

1 Say, listen, ask and answer. a) Ss read the questions and talk about the picture in pairs. b) Play track 44. Ss listen and check their answers. c) Read the questions as a class. Play track 44 again. Ss listen and answer the questions in pairs.

2 Look, listen and say. a) Ss talk about the pictures, using the sentences to help them. b) Play track 45. Ss listen and number the pictures. Check the answers. c) Play track 45 again. In pairs, Ss make sentences.

3 Look! Read the *Look!* box as a class. Ss give examples of things they have to do.

4 Read and number the missing sentences. Ss read the things Muslims have to do. Ss read the passage and number the sentences. Ss check their answers with a partner.

5 Copy and complete these sentences in your notebooks. Ss copy the sentences into their notebooks and write a suitable ending for each one. Ss share each other's work.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Making sentences.

Finishing sentences.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 7	Finding out about things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	The exhibition	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

- to describe objects in different ways
- to talk about countries and nationalities
- to order adjectives in nouns phrases
- to revise *made of*
- to read descriptions of objects
- to write descriptions of objects
- to identify full and contracted forms of auxiliary verbs

Teaching Aids

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Presentation

Vocabulary:

chest (box), exhibition, Japanese, metal, necklace, object, silver, sword, teapot, wooden

Presentation:

1 Listen, complete and say. a) Play track 46. Ss listen and fill in the blanks. Elicit the answers from the class. b) In pairs, Ss ask and answer questions about Omar.

2 Read, complete and say. a) Ss use the new words to complete the descriptions. Check the answers. b) Read the speech bubbles. In pairs, Ss ask and answer about the objects. c) Ss describe the objects. In pairs, Ss ask and answer questions about the objects.

3 Complete, say and write. a) Look at the example. Elicit other nationalities. In pairs Ss complete the exercise. b) Read the speech bubbles. Look at the pictures. In pairs, Ss use the information to ask and answer about each object.

Pronunciation corner Play track 47. Ss listen and underline what they hear. Play track 47 again. Ss check their work with a partner. Play track 47 again. Ss listen and repeat.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 7	Finding out about things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Fahad's invitation	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about obligation and necessity

to give safety instruction

to make suggestions

to use *have to* in the present for obligation and necessity

to read and write safety instructions

to complete data on a form

Teaching Aids

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Presentation

Vocabulary:

backpack, battery, boots, forecast, half term, hill, invitation, route, torch, waterproof (adj)

Presentation:

1 Read, complete and say.

a) Ss look at the picture and answer the questions in pairs. b) In pairs, Ss read the e-mail and complete the information. Ss check their work with another pair. Check the answers with the class. c) In pairs, Ss make sentences about Fahad.

2 Listen and complete. Read the diary as a class. Play track 48. Ss listen and fill in the blanks. Ss check their work in pairs.

3 Read, answer, match and say. a) Read the passage as a class. Ss read the suggested titles and discuss the answer with a partner. Ss vote. Ss explain their choice.

b) Ss find and underline the words in the text. In pairs Ss match the meanings to the correct words. Check the answers. c) Read the speech bubble. Ss talk about the other things you *have to* do when walking in the hills.

4 Write. Ss write eight safety rules using Exercise 3 and their own ideas. Ss check their answers in pairs. Ss read their rules to the class.

EVALUATION

- Pupils will be evaluated through:

Making and saying sentences to the class.

Talking about things they have to do.

Writing safety rules.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 7	Finding out about things	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in Unit 7

to order multiple adjectives in noun phrases

to identify rhyming sounds and sounds that don't rhyme

Teaching Aids

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Presentation:

1 Say sentences. In pairs Ss make sentences about what Muslims have to do.

2 Match and number. Ss look at the pictures and match them with the words. Ss check each other's work in pairs.

3 Write sentences in your notebooks. Ss read question 1 and the model sentence. Ss write similar sentences in their notebooks. Ss read their sentences to the class.

4 Read and play. a) Ss write down ten words. b) In pairs Ss spell the words.

Grammar study Elicit some examples of adjectives. Ss read the words in the box and use them to complete the sentences. Ss check their work in pairs.

5 Write sentences in your notebooks. Look at the pictures. Read the prompts and the model sentence. Ss use the correct order of adjectives to write sentences. Ss check their work with a partner.

6 Read, listen and check. a) Ss underline the words which sound different to the others in their group. b) Play track 49. Ss listen and check their answers. c) Play track 49 again. Ss repeat.

EVALUATION

- Pupils will be evaluated through:

Making sentences about what Muslims have to do.

Completing sentences.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 8	Learn about yourself and the world	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	Start cooking!	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

- to give cooking instructions
- to specify definite and indefinite nouns
- to practise articles: *a, an, the*
- to revise *would like/want + to*
- to practise using direct and indirect objects
- to read and write a recipe
- to write instructions for a game

Teaching Aids

- Blackboard
- The textbook
- Newspaper
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Learning Strategy

- Discussion
- Brainstorm
- Role Play

Presentation

Vocabulary:

add, measure, paste, peel, sauce, spice, turn down, until

Presentation:

1 **Say, listen, ask and answer.** a) Ss talk about the questions in pairs. b) Play track 50. Ss listen and check their answers. c) Ss read the questions. Play track 50 again. In pairs Ss ask and answer the questions.

2 **Read, complete, match and say.** a) Ss complete the recipe with *a, an* or *the*. b) Ss match the instructions with the pictures. c) In pairs, Ss use the pictures to give instructions for chicken kabsa.

3 **Listen to the conversations.** Read the sentences with the Ss. Ss sentences in the same way. Play track 51. Ss complete the table. Check answers.

4 **Say the complete instructions.** Read the speech bubbles. In pairs, Ss read the prompts and make sentences.

5 **Write instructions in your notebooks.** Ss make a list of what they will need and write four instructions.

6 **Use want to or would like to.** Read the example with the glass. In pairs Ss make short conversations about the prompts.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions

Saying instructions to the class.

Making sentences.

Saying conversations to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 8	Learn about yourself and the world	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	How often do you clean your teeth?	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

- to describe routines and habits
- to express opinions
- to ask questions with *how often*
- to practise and introduce adverbs of frequency
- to make sentences with gerund subjects
- to read and respond to a simple questionnaire
- to write opinions
- to identify main stress in questions

Teaching Aids

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Presentation

Vocabulary:

argue, brush, frequently, housework, once, rarely, regularly, toothache, twice

Presentation:

1 Look, say, listen and answer. a) Ss look at the picture and answer in pairs. b) Play track 52. Ss listen and check their answers. Check answers with the class. c) Read the question prompts. Play track 52 again. Ss listen for the answers. In pairs Ss ask and answer.

2 Read, answer and write. a) Ask for examples of good and bad habits. Ss tick the good habits and cross the bad ones. b) Ss read the sample sentences. Ss write five similar sentences. In pairs Ss check their work.

3 Read, say and write. a) Ss read the questionnaire and tick the boxes. b) In pairs Ss work ask and answer about habits. c) Ss change partners. Ss tell their new partner about their first partner's habits.

Pronunciation corner a) Play track 53. Ss listen and underline the stressed words. b) Play track 53 again. Ss check their answers. Check the answers with the class. c) Play track 53 again. Ss repeat, copying the stress.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Talking about good and bad habits.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 8	Learn about yourself and the world	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	What do you know about water?	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

- to state likely conditions
- to talk about science procedures
- to form and use zero conditional sentences
- to complete the conclusion to an experiment
- to say a poem for rhythm and stress

Teaching Aids

- Blackboard
- The textbook
- Newspaper
- CD
- Audio

Learning Strategy

- Discussion
- Brainstorm
- Role Play

Presentation

Vocabulary:

boil, dense, experiment (n), float (v), fresh, freeze, mix (v), sink (v)

Presentation:

1 Read the e-mail. Tick (✓) true (T) or false (F). In pairs Ss talk about the picture. Read the e-mail as a class. In pairs Ss re-read the e-mail and tick true or false.

2 Listen, number, say and write. a) Ss number the pictures in the right order. Play track 54, part 1. In pairs Ss check their answers. b) Ss say what they have to do. Ss say their instructions to the class. c) Read the words in the box. Read and answers. Ss read the text and fill in the blanks with the words from the box. d) Play track 54, part 2. Check the answers with the class.

3 Ask and answer. a) Read the first speech bubble. Read the second speech bubble. Ss do the same with question 2.

4 Look at the picture. Write six safety rules in your notebook. Ss look at the picture. Ss make similar sentences with the other prompts. In pairs, Ss check each other's work.

EVALUATION

- Pupils will be evaluated through:

Giving instructions.

Filling in the blanks.

Reading sentences to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 8	Learn about yourself and the world	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in unit 8

to revise zero conditional sentence

to say a poem for rhythm and stress

Teaching Aids

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Learning Strategy

Discussion
Brainstorm
Role Play

Presentation

Presentation:

1 Copy and complete this recipe a) Ss read the recipe and fill in the blanks. Ss check their answers with a partner.

2 Match and number. Ss read the words and match them to the correct pictures. Check the answers by voting.

3 Say and read. a) Ss cove talk about the questions with a partner. Ask for suggestions. b) Ss read and see if they were right. Check answers with the class.

Grammar study

Read the Grammar study box and the speech bubbles as a class.

4 Match. In pairs, Ss match the sentence beginnings with the correct endings. Ss check with another pair.

5 Read, listen and say. a) Play track 55.Ss listen to the poem and follow it in their books. b) Play track 55 again. Ss listen again and repeat. In pairs Ss read the poem.

EVALUATION

- Pupils will be evaluated through:

Reading completed instructions to the class.

Saying the poem to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 9	Careful and popular but not wasteful	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	The walk with Fahad part 1	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about obligation and necessity

to use *have to* for obligation and necessity

to read and complete a text

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Vocabulary:

check (v), fun, in case, protect, refuse, refusal, wasteful

Presentation:

1 Say, read and answer. a) Ss read the speech bubble and answer the questions with a partner. Elicit the answers from the class. b) Ss read the conversation and check their answers. c) Ss complete the task and check their work with a partner. Check the answers with the class.

2 Listen, answer and say. Read the questions with the class. Play track 56. Ss listen and tick the correct answers. b) In pairs Ss correct the false statements.

3 Look! Ss read the *Look!* box and copy it into their notebooks.

4 Complete, check and say. a) Ss complete the sentences. b) Play track 56 again. Ss listen and check their answers. c) Read the speech bubbles as a class. Ss make similar conversations with the rest of the sentences. Ss swap roles and repeat.

5 Say and write. a) Read the speech bubbles as a class. Ss have similar conversations with their partners. They swap roles and repeat. b) Ss write one of their conversations in their notebooks. Ss check each other's work.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Making conversations.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 9	Careful and popular but not wasteful	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	My favourite book	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to describe and compare books and people's reactions to them

to use *less/least* and *more/most* with longer adjectives

to read and interpret graphical information

to write a short book review

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Vocabulary:

adventure, biography, businessman, Canadian, fashionable, folk, message, novel, teenage

Presentation:

1 Listen, ask and answer. a) Play track 57. Ss listen and answer the questions in pairs. Check the answers with the class. b) Ss read the questions. Play track 57 again. Ss listen, ask and answer in pairs.

2 Read, answer, say and write. a) Ss read the web page and tick the best heading. b) Ss to find two adjectives. c) Ss look at the first graph and the speech bubbles and make sentences in the same way. d) Ss look at the other two graphs and read the sample sentences and make more sentences in the same way. Ss check each other's work.

3 Read, listen, say and write. a) Read the speech bubble. Ss read the passage and guess the missing words. b) Play track 58. Ss listen and check their answers. Ss check their work in pairs. Check answers with the class. Ss to write these words in their notebooks. c) Ss describe Kate and Ann in their own words. d) Ask Ss what they think the message of the book *True Friend* is. e) Ss choose a book they have read and write their own book review.

EVALUATION

- Pupils will be evaluated through:

Making sentences to compare things.

Guessing the missing words to complete a passage.

Writing a book review.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 9	Careful and popular but not wasteful	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Don't be wasteful	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to state conditions and say what the result will be

to form and use first conditional sentences

to read information on energy and water

to write slogans to encourage water and energy saving

to identify syllables and the main syllable

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Vocabulary:

advantage, cover, disadvantage, efficiency, fix, leak (n), solar panel, pipe, turbine, wasteful

Presentation:

1 Look, say and listen. a) Ss look at the picture and answer the questions. Elicit answers from the class. b) Play track 59. Ss number the questions in order. c) In pairs, Ss ask and answer the questions.

2 Read, ask and answer. a) Ss find these words in the paragraphs. Ss decide quickly on the answers. b) Ss find the verbs in the sentences with *if*. c) Ss ask and answer the questions in pairs. Ss check their answers with another pair.

3 Say and write. a) Read the text as a class. Read the speech bubble and look at the pattern of the answer. Ss ask and answer using the same pattern. b) Discuss more ways to save energy. Ss write three sentences with *if* in their notebooks.

Pronunciation corner a) Ss read the words and write them in the correct column. b) Play track 60. Ss listen, repeat and check their answers. c) Ss mark the stressed syllable with a dot. Ss check their work with a partner.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions

Writing sentences with *if*.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 9	Careful and popular but not wasteful	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language in unit 9

to practise the comparatives of long adjectives

to identify rhyming sounds and sounds that don't rhyme

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Presentation:

1 Read, match and say. a) Ss use the words in the box to complete the table of advantages and disadvantages. Ss check their work with a partner. b) Read the sample dialogue. In pairs Ss produce similar dialogues.

2 Write six sentences in your notebooks about the books. Ss look at the table and read the model sentences. Ss write six similar sentences. In pairs Ss check their work.

Grammar study Ss complete the text with the words from the box. Ask individual Ss for their answers.

Pronunciation corner a) Ss read and underline the word with a different sound. b) Play track 61. Ss listen, repeat and check their work. c) Ss read and say the words with a partner.

EVALUATION

- Pupils will be evaluated through:

Saying dialogues to the class.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 10	Home, home, home sweet home	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 1	The walk with Fahad part 2	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to talk about obligation and necessity in the past

to use *have to* for obligation and necessity in the past

to read and complete a narrative

to complete sentences about past obligation

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Vocabulary:

ankle, choice, reach (v), signal (n), slip (v), tractor

Presentation:

1 Listen, say and answer. a) Ss look at the picture and talk about the answers in pairs. Ss listen and check their answers. Play track 62. Elicit answers from the class. b) Ss read the questions. Play track 62 again. Ss listen and tick the correct sentences. c) Ss discuss the question in pairs.

2 Read, answer, number and say. a) Ss read the text and decide on the best title. b) Read the sentences with the class. Read the passage with the class. In pairs Ss decide where to put the extra sentences. Check with the whole class. c) Ss look at the pictures and number them in the right order. Ss check their work with a partner. d) In pairs Ss retell the story.

3 Talk to a partner. Say these sentences in the past. Read the speech bubble and ask them to make similar sentences. Ss check their work in pairs. Check the answers with the class.

4 Copy and complete these sentences with *had to*. Read the sentence beginnings and the sample sentence. Ss write the sentences in their notebooks.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions

Retelling the story.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 10	Home, home, home sweet home	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 2	Family and friends	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to practise *verb + verb - ing*

to consolidate opposite adjectives with *un-* and *im-*

to express liking

to describe character and appearance

to write a description

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Vocabulary:

dislike (n), hardworking, patient, possible, probable, point (n), prefer, straight (adj)

Presentation:

1 Listen, number and answer. a) Read Nina's questions. Play track 63. Ss listen and number the questions. Ss check their answers in pairs. b) Play track 63. Ss listen for the extra question. c) In pairs Ss ask and answer the questions.

2 Listen, number and answer. a) Read Reema's notes. Play track 64. Ss fill in the missing words. In pairs Ss check their answers. b) Read the speech bubbles. In pairs, Ss ask and answer the questions.

3 Look! a) Read the Look! Box. Ss fill in the table, then copy it into their books.

4 Play tennis with opposite adjectives. Read the speech bubbles. In groups, Ss say adjectives and their opposites.

5 Say sentences about your hobbies and interests. Read the words and the speech bubbles. In pairs, Ss say what they like and don't like.

6 Write a description in your notebook. Read the notes. Ss write and then check their work with a partner.

EVALUATION

- Pupils will be evaluated through:

Asking and answering questions.

Making sentences.

Saying adjectives and their opposites.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 10	Home, home, home sweet home	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 3	Going home	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to practise verb + verb -
ing

to express likes and
degrees of liking

to read an essay

to identify stress words
in sentences

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Presentation

Vocabulary:

confident, memory, standard

Presentation:

1 Say, read and complete. a) Ss look at the picture, ask and answer the questions in pairs. Elicit the answers from the class. b) Read Omar's essay. Ss fill in the blanks with the correct form of the verb. In pairs Ss check their answers. Check the answers with the class. c) In pairs Ss ask and answer the questions.

2 Read Omar's plan for his travel to Riyadh. Ask and answer questions. Ss read Omar's travel plan and the speech bubbles. Ss ask and answer similar questions. Ss say their dialogues to the class.

3 Say. In groups, Ss talk about the pictures.

Pronunciation corner a) Play track 65. Ss listen and tick the correct stress pattern. b) Play track 65 again. Ss check their work. c) Play track 65 again. Ss repeat each item.

EVALUATION

- Pupils will be evaluated
through:

Asking and answering
questions.

Filling in the blanks with
the correct form of the
verb.

Talking about pictures.

Homework: Do exercises on page

:TEACHER

SUPERVISOR:

the principal:

Unit 10	Home, home, home sweet home	Day	SUN.	MON.	TUE.	WED.	THUS.
Lesson 4	SAUDI REVIEW	Date					
Warm Up		Class - Share	-	-	-	-	-

OBJECTIVES

to revise the language taught in unit 10

to revise the grammar

to say a poem for rhythm and stress

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Learning Strategy

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Role Play

Presentation

Presentation:

- 1 **Match.** Ss match the words and definitions. Ss check each other's work in pairs.
- 2 **Complete.** Ss complete the sentences with the words from the box. Ss check each other's work in pairs.
- 3 **Correct the verbs.** Ss correct the verbs which have mistakes. Ss check each other's work in pairs.
- Grammar study** Ss read the instructions and complete the Grammar study box.
- 4 **Underline the correct way to complete the sentences.** Ss read the sentences and underline the correct answer. Check the answers.
- 5 **Read, listen and say.** a) Play track 66. Ss listen to the poem and follow in their books.
b) Play track 66. Ss listen and repeat.

EVALUATION

- Pupils will be evaluated through:

Matching the words and definitions.

Reading sentences and underlining the correct answers.

Reading the poem.

Homework: Do exercises on page

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SUPERVISOR:

the principal: