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\*جميع الحقوق محفوظة للقائمين على العمل\*



وزارة التعليم  
Ministry of Education

المملكة العربية السعودية  
وزارة التعليم

الإدارة العامة للتعليم  
مكة المكرمة

رؤية VISION  
2030

# Preparation Of Full Blast 4

Teacher :

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**Full Blast 4**

Unit ( 1 )	Today and tomorrow	Date				
Lesson( 1A )	Computer world	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about computers.</li> <li>• Making future plans.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	cursor keyboard laptop monitor mouse pad printer screen speakers USB flash drive  bargain (n) definitely Do you fancy...? entrance  exit expert fair (n) fee Hold on. in a while  wireless	<p><b>1- Vocabulary</b> Introduce vocabulary related to computers. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b> Present and give Ss practice in using the Future <i>going to</i>. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Pronunciation</b> Play the CD and tell Ss to repeat and listen for the difference in pronunciation between <i>check</i> and <i>cheap</i>. Ask Ss to repeat each word and tick the sound they hear.</p> <p><b>5- Speak &amp; Write</b> Give Ss practice in talking about their plans for the weekend. Ask Ss to read through the prompts and elicit examples of what they have to write about. give Ss practice in writing about their plans for the weekend.</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... .....	<p><b><u>Evaluation:</u></b></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.  <input type="checkbox"/> Use nonlinear information and key words.  <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests    written tests    observation    discussion    exercises    activities    others.....

## Full Blast 4

Unit ( 1 )	<b>Today and tomorrow</b>	Date			
Lesson (1b )	<b>What the future holds</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G> 2 <sup>nd</sup> <D>

<b>Introduction</b>	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.			
<b>Teaching aids</b>	<input type="radio"/> data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.			
<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Making predictions, on-the-spot decisions, promises, offers and requests.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	argue argument continue countryside eating habits energy exercise (v) fluently full future get good/bad marks get married health however ill in need job keep let member others poor relationship rich ruin so that successful whole	<p><b>1- Vocabulary</b> introduce vocabulary related to predictions. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b> Present and give Ss practice in using the Future <i>will</i>. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Listen</b> Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p><b>5- Speak &amp; Write</b> prepare Ss for the writing activity. give Ss practice in talking about their lives in fifteen years' time. give Ss practice in writing about their lives in fifteen years' time.</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... .....	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="radio"/> Use nonlinear information and key words.</li> <li><input type="radio"/> Assign for practice with the simple present tense.</li> </ul>
<b>Home work:</b>	They'll complete answering the exercises in their workbooks page. ( ).			
<b>Evaluation tools</b>	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....			

## Full Blast 4

Unit ( 1 )	<b>Today and tomorrow</b>	Date			
Lesson ( 1c )	<b>Make a difference</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>

<i>Introduction</i>	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.
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<i>Teaching aids</i>	<input type="checkbox"/> Data show <input type="checkbox"/> a recorder <input type="checkbox"/> sampler <input type="checkbox"/> materials <input type="checkbox"/> photos <input type="checkbox"/> signs <input type="checkbox"/> others.
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<i>Objectives:</i>	<i>Vocabulary</i>	<i>Procedure</i>	<i>Modern teaching strategies</i>	<i>Verification</i>
<ul style="list-style-type: none"> <li>• Expressing obligation and absence of obligation.</li> <li>• Expressing prohibition.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	bottle can (n) clean (adj) cut down cycle dirty during environment It doesn't matter. leaflet miss out plant (v) protect public transport recycle recycling bin reuse soap special tap throw turn off	<p><b>1- Vocabulary</b>            Introduce vocabulary related to the protection of the environment. Ask Ss to look at the pictures and read through the words. introduce vocabulary related to recycling.</p> <p><b>2- Read</b>            Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b>            Present the modal verbs <i>must</i> and <i>have to</i> and give Ss practice in using them in context. Give Ss practice in differentiating between <i>mustn't/can't</i> and <i>don't have to</i>.</p> <p><b>4- Speak</b>            give Ss practice in talking about what they <i>must/have to, mustn't/can't</i> and <i>don't have to</i> do at home through pair work</p> <p><b>5- Write</b>            give Ss practice in writing about what they <i>must/have to, mustn't/can't</i> and <i>don't have to</i> do at school</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... .....	<p style="color: blue; text-decoration: underline;"><b>Evaluation:</b></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.  <input type="checkbox"/> Use nonlinear information and key words.  <input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.

<i>Home work:</i>	They'll complete answering the exercises in their workbooks page. (    ).
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<i>Evaluation tools</i>	<input type="checkbox"/> Oral tests <input type="checkbox"/> written tests <input type="checkbox"/> observation <input type="checkbox"/> discussion <input type="checkbox"/> exercises <input type="checkbox"/> activities <input type="checkbox"/> others.....
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**Full Blast 4**

Unit ( 1 )	Today and tomorrow	Date				
Lesson ( 1d )	<b>Protect the animals</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
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<ul style="list-style-type: none"> <li>• Talking about endangered animals and pollution.</li> <li>• Talking about conditions and their results.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	cave desert forest jungle ocean polar region Animals bat camel deer dolphin killer whale polar bear tiger adult air breathe creature die disappear endangered species extinct feed grow harm	<p><b>1- Vocabulary</b>                  Introduce vocabulary related to animals and their habitats. Have Ss do the activity.</p> <p><b>2- Read</b>                  Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b>                  present and give Ss practice in using Conditional Sentences Type 1 through a matching activity. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Listen</b>                  Give Ss practice in listening for gist. Give Ss practice in listening for specific information.</p> <p><b>5- Speak</b>                  give Ss practice in talking about environmental problems. Ask Ss to look at the two pictures and read through the speech bubble. Make sure that they haven't got any unknown words.</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... .....	<p><b><u>Evaluation:</u></b></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary. <input type="checkbox"/> Use nonlinear information and key words. <input type="checkbox"/> Assign for an additional reading, and writing practice.
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**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

**Full Blast 4**

Unit ( 1 )	Today and tomorrow	Date				
Lesson ( 1e )	I'm looking forward to it!	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  Data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
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<ul style="list-style-type: none"> <li>• Making suggestions.</li> <li>• Inviting.</li> <li>• Accepting and refusing an invitation.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>activity decorate exam furniture get-together</p> <p>Hopefully How about...? How could I say no?</p> <p>looking forward to... invitation</p> <p>order (v) prepare rearrange reply (n) snacks</p>	<p><b>1- Speak</b> Give Ss practice in making suggestions about the organization of a get-together. Draw Ss' attention to the speech bubble and check their understanding.</p> <p><b>2- Listen</b> Give Ss practice in listening for specific information. Make sure that they haven't got any unknown words.</p> <p><b>3- Speak &amp; Write</b> Provide Ss with a sample for writing a letter of invitation familiarize Ss with common expressions for making invitations and accepting and refusing an invitation. Give Ss practice in discussing get-together plans. Give Ss practice in talking about a get-together they are planning. Resent set phrases for making invitations and accepting or refusing an invitation and give Ss practice in using them in context. give Ss practice in writing an e-mail of invitation</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Problem Solving</li> <li><input type="radio"/> discovery brain</li> <li><input type="radio"/> storming</li> <li><input type="radio"/> mental</li> <li><input type="radio"/> Maps</li> <li><input type="radio"/> self-learning</li> <li><input type="radio"/> cooperative</li> <li><input type="radio"/> learning</li> <li><input type="radio"/> Others... .....</li> </ul>	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="radio"/> Use nonlinear information and key words.</li> <li><input type="radio"/> Assign for an additional reading, and writing practice.</li> </ul>
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**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

## Full Blast 4

<b>Unit ( 1 )</b>	<b>Today and tomorrow</b>	<b>Date</b>				
<b>Lesson</b>	<b>Round-up + Cross-curricular page</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**     a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**      Data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Help Ss revise the structures, functions and vocabulary presented in Module 1 through various activities.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p style="text-align: center;"><b>rare</b></p> <p style="text-align: center;"><b>forward</b></p> <p style="text-align: center;"><b>ruin</b></p> <p style="text-align: center;"><b>reuse</b></p> <p style="text-align: center;"><b>weigh</b></p> <p style="text-align: center;"><b>leaflet</b></p> <p style="text-align: center;"><b>exit</b></p>	<p><b>Vocabulary</b> Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p><b>Grammar</b> Ask Ss to read through the examples and draw their attention to the words.</p> <p><b>Speak</b> Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p><b>Write</b> Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p><b>Now I can...</b> Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p><b>Rhyming Corner</b> Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p><b>Salam Park, Riyadh - Hyde Park, London</b> introduce Ss to certain aspects of the culture in the KSA and the UK</p>	<p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> discovery brain</p> <p><input type="checkbox"/> storming</p> <p><input type="checkbox"/> mental</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> self-learning</p> <p><input type="checkbox"/> cooperative</p> <p><input type="checkbox"/> learning</p> <p><input type="checkbox"/> Others... .....</p>	<p><b><u>Evaluation:</u></b></p> <p><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="checkbox"/> Use nonlinear information and key words.</p> <p><input type="checkbox"/> Assign for an additional reading, and writing practice.</p>

**Home work:**     They'll complete answering the exercises in their workbooks page. (     ).

**Evaluation tools**      Oral tests    written tests    observation    discussion    exercises    activities    others.....

## Full Blast 4

<b>Unit ( 2 )</b>	<b>Team spirit</b>	<b>Date</b>			
<b>Lesson( 2A )</b>	<b>Friends</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G> 2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about past experiences.</li> <li>• Present Perfect Simple.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>a couple of abroad after all answer (v/n) at last</p> <p>be in trouble change one's mind close</p> <p>correctly question quiz result</p>	<p><b>1- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue.</p> <p><b>2- Vocabulary</b> Have Ss read through the sentences 1-5 and check understanding. Ask Ss to look at the pictures and read through the words.</p> <p><b>3- Grammar</b> present and give Ss practice in using the Present Perfect Simple. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Write &amp; Speak</b> Give Ss practice in writing about what their classmates have/haven't done. give Ss practice in asking and answering questions about what their classmates have/ haven't done.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others... .....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</li> </ul>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests  written tests  observation  discussion  exercises  activities  others.....

## Full Blast 4

<b>Unit ( 2 )</b>	<b>Team spirit</b>	<b>Date</b>			
<b>Lesson (2b )</b>	<b>In their nature</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G> 2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about animals.</li> <li>• Linking past and present time.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>at some point audience communicate crowd cute do a trick enjoyable fascinating go wild honey performance put on weight safari park show (n) sting (v) talented thrilled trainer way baboon bee eagle fox leopard rhino sea lion zebra</p>	<p><b>1- Vocabulary</b> introduce vocabulary related to animals. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b> Have Ss differentiate between the Present Perfect Simple and the Past Simple. Give Ss practice in using the Present Perfect Simple and the Past Simple in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Listen</b> Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p><b>5- Speak</b> give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others...</li> <li>.....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Assign for practice with the simple present tense.</li> </ul>

**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

## Full Blast 4

<b>Unit ( 2 )</b>	<b>Team spirit</b>	<b>Date</b>				
<b>Lesson ( 2c )</b>	<b>Dream teams</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       Data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about sports and one's favorite team.</li> <li>• Asking about and understanding length of time.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>against champion championship cup handball hockey league national point season spectator sports event trophy achieve be born especially hero hold turn into</p>	<p><b>1- Vocabulary</b> Introduce vocabulary related to sports. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b> Present and give Ss practice in using the Present Perfect Simple with <i>How long?</i>, <i>for</i> and <i>since</i>. Ask Ss to look at the table and draw their attention to the question <i>How long has Robbie been in the team?</i></p> <p><b>4- Listen</b> Give Ss practice in listening for gist. Give Ss practice in listening for specific information .</p> <p><b>5- Speak &amp; Write</b> to give Ss practice in talking about their favorite team. give Ss practice in writing about their favorite team.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others... .....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</li> </ul>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests    written tests    observation    discussion    exercises    activities    others.....

## Full Blast 4

<b>Unit ( 2 )</b>	<b>Team spirit</b>	<b>Date</b>				
<b>Lesson ( 2d )</b>	<b>Team work</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about jobs.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>architect builder cameraman electrician firefighter</p> <p>lifeguard newsreader painter paramedic</p> <p>photographer police officer reporter worker</p>	<p><b>1- Vocabulary</b> Present some jobs. Ask Ss to look at the pictures and read through the words underneath them. Have Ss do the activity.</p> <p><b>2- Read</b> Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Vocabulary</b> Present some linking phrases. Ask Ss to look at the pictures and read through the words underneath them. Have Ss do the activity.</p> <p><b>4- Pronunciation</b> Play the CD and tell Ss to repeat and listen for the difference in pronunciation between <i>hospital</i> and <i>home</i>..</p> <p><b>5- Speak</b> Give Ss practice in using the vocabulary presented in this lesson through pair work. Ask Ss to look at the two pictures and read through the speech bubble. Make sure that they haven't got any unknown words.</p>	<p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> discovery brain</p> <p><input type="checkbox"/> storming</p> <p><input type="checkbox"/> mental</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> self-learning</p> <p><input type="checkbox"/> cooperative</p> <p><input type="checkbox"/> learning</p> <p><input type="checkbox"/> Others... .....</p>	<p><b><u>Evaluation:</u></b></p> <p><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="checkbox"/> Use nonlinear information and key words.</p> <p><input type="checkbox"/> Assign for an additional reading, and writing practice.</p>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests    written tests    observation    discussion    exercises    activities    others.....

## Full Blast 4

<b>Unit ( 2 )</b>	<b>Team spirit</b>	<b>Date</b>				
<b>Lesson ( 2e )</b>	<b>Get active!</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       Data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about sports and free-time activities.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>football boots goal goggles knee pads net</p> <p>racket shin pads stick swimwear</p>	<p><b>1- Vocabulary</b> Introduce vocabulary related to sports. Ask Ss to look at the pictures and read through the words underneath them. Introduce vocabulary related to fitness.</p> <p><b>2- Listen</b> Give Ss practice in listening for specific information. Make sure that they haven't got any unknown words.</p> <p><b>3- Speak &amp; Write</b> Provide Ss with a sample for writing an e-mail to a friend giving news about a new free-time activity. Give Ss practice in reading for specific information. Give Ss practice in talking about an activity they have recently taken up. Give Ss an overview of which tenses to use when writing. Have Ss revise the tenses that have been presented. Give Ss practice in writing a reply e-mail to Faisal telling him about an activity they have recently taken up.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others...</li> <li>.....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Assign for an additional reading, and writing practice.</li> </ul>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests    written tests    observation    discussion    exercises    activities    others.....

**Full Blast 4**

Unit ( 2 )	<b>Team spirit</b>	Date				
Lesson	<b>Round-up + Cross-curricular page</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  Data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Help Ss revise the structures, functions and vocabulary presented in Module 2 through various activities.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>trophies</p> <p>shape, fit</p> <p>thrilled, enjoyable</p> <p>paramedics, suppose</p> <p>general instance</p> <p>opinion</p> <p>other</p>	<p><b>Vocabulary</b> Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p><b>Grammar</b> Ask Ss to read through the examples and draw their attention to the words.</p> <p><b>Speak</b> Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p><b>Write</b> Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p><b>Now I can...</b> Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p><b>Rhyming Corner</b> Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p><b>SWC (Saudi Wildlife Commission)</b> introduce Ss to certain aspects of the culture in Saudi Arabia</p>	<p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> discovery brain</p> <p><input type="checkbox"/> storming</p> <p><input type="checkbox"/> mental</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> self-learning</p> <p><input type="checkbox"/> cooperative</p> <p><input type="checkbox"/> learning</p> <p><input type="checkbox"/> Others...</p> <p>.....</p>	<p><b>Evaluation:</b></p> <p><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="checkbox"/> Use nonlinear information and key words.</p> <p><input type="checkbox"/> Assign for an additional reading, and writing practice.</p>

**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

## Full Blast 4

<b>Unit ( 3 )</b>	<b>Teen life</b>	<b>Date</b>			
<b>Lesson( 3A )</b>	<b>What's wrong?</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about ailments</li> <li>• Stating a problem / describing symptoms</li> <li>• Asking for and giving advice</li> <li>• Expressing opinion and making suggestions.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> </ul>	<p>Cough earache fever headache sore throat stomach ache the flu toothache be on time hang up lemon look after Oh dear! Painkiller warms What's wrong with you?</p>	<p><b>1- Vocabulary</b> Present some ailments. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. Give Ss practice in identifying specific information in the dialogue.</p> <p><b>3- Grammar</b> Present the modal verb <i>should</i> and give Ss practice in using it in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Listen</b> Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p><b>5- Speak</b> Give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others...</li> <li>.....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</li> </ul>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests    written tests    observation    discussion    exercises    activities    others.....

## Full Blast 4

Unit ( 3 )	<b>Teen life</b>	Date			
Lesson (3b )	<b>Messages</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>

<i>Introduction</i>	a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.			
<i>Teaching aids</i>	<input type="radio"/> data show <input type="radio"/> a recorder <input type="radio"/> sampler <input type="radio"/> materials <input type="radio"/> photos <input type="radio"/> signs <input type="radio"/> others.			
<i>Objectives:</i>	<i>Vocabulary</i>	<i>Procedure</i>	<i>Modern teaching strategies</i>	<i>Verification</i>
<ul style="list-style-type: none"> <li>• Understanding mobile and instant text messaging.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	add be called be right back make sure normal note laugh out loud phrase receive rule shorten sleepy smiley SMS symbol text (v) text message type (v)	<p><b>1- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>2- Vocabulary</b> Introduce vocabulary related to notes and text messages. Ask Ss to look at the pictures and read through the words.</p> <p><b>3- Pronunciation</b> Play the CD and tell Ss to repeat and listen for the difference in pronunciation between <i>good</i> and <i>group</i>. Ask Ss to repeat each word and tick the sound they hear.</p> <p><b>4- Listen</b> Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p><b>5- Write</b> give Ss practice in writing a note and a text message. Ask Ss to read through the situations in the box and make sure they understand them.</p>	<input type="radio"/> Problem Solving  <input type="radio"/> discovery brain  <input type="radio"/> storming  <input type="radio"/> mental  <input type="radio"/> Maps  <input type="radio"/> self-learning  <input type="radio"/> cooperative  <input type="radio"/> learning  <input type="radio"/> Others... .....	<p><b><u>Evaluation:</u></b></p> <p><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="radio"/> Use nonlinear information and key words.</p> <p><input type="radio"/> Assign for practice with the simple present tense.</p>
<i>Home work:</i>	They'll complete answering the exercises in their workbooks page. (    ).			
<i>Evaluation tools</i>	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....			

## Full Blast 4

<b>Unit ( 3 )</b>	<b>Teen life</b>	<b>Date</b>				
<b>Lesson ( 3c )</b>	<b>Let's go shopping</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       Data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Identifying and describing clothes</li> <li>• Expressing Preference.</li> <li>• Talking about sizes.</li> <li>• Talking about prices, Buying and selling.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> </ul>	<p style="text-align: center;">amount cent change (n) cost (v) discount dollar euro halala pay by credit card pay in cash penny - pence per cent (%) pocket money pound receipt riyal total Phrases related to s</p>	<p><b>1- Vocabulary</b> Introduce vocabulary related to sizes and prices. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b> Present <i>too / enough</i> and give Ss practice in using them in context. Ask Ss to read through the examples in the Grammar box.</p> <p><b>4- Vocabulary</b> Give Ss practice in using vocabulary related to shopping in context. Ask Ss to look at the pictures and read through the words.</p> <p><b>5- Speak</b> give Ss practice in using the structures, functions and vocabulary presented in this lesson by simulating a conversation between a customer and a shop assistant</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others... .....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</li> </ul>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests    written tests    observation    discussion    exercises    activities    others.....

**Full Blast 4**

Unit ( 3 )	<b>Teen life</b>	Date				
Lesson ( 3d )	<b>Think healthy</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about eating habits.</li> <li>• Asking and answering about quantity.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	carrot cheese cucumber lettuce mayonnaise meatballs olive oil onion pasta peas pitta bread salt sauce shish kebab strawberry sugar yoghurt	<p><b>1- Read</b> Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue</p> <p><b>2- Grammar</b> Present <i>How much...? / How many...? / Much / Many / A lot of / Lots of / A few / A little</i> and give Ss practice in using them in context. Ask Ss to read through the examples in the Grammar box.</p> <p><b>3- Listen</b> Give Ss practice in listening for specific information. Make sure that they haven't got any unknown words.</p> <p><b>4- Speak &amp; Write</b> Give Ss practice in talking about healthy and unhealthy food. Give Ss practice in talking about their eating habits through pair work. give Ss practice in writing a paragraph about their eating habits</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... .....	<p><b>Evaluation:</b></p> <input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.
<b>Home work:</b>	They'll complete answering the exercises in their workbooks page. ( ).			

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

**Full Blast 4**

Unit ( 3 )	<b>Teen life</b>	Date				
Lesson ( 3e )	<b>Teen problems</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  Data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about teen problems</li> <li>• Expressing emotions</li> <li>• Asking for and giving advice.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>any more at least calm down cheer up crash</p> <p>feel down first of all fix I don't get it.</p> <p>explain learn a lesson lend lie</p> <p>make a mistake notice (v) perhaps share</p> <p>tell the truth upset</p>	<p><b>1- Vocabulary</b> present some teen problems and words of advice. Ask Ss to look at the pictures and read through the words underneath them. give Ss practice in guessing the meaning of phrases presented in the lesson</p> <p><b>2- Grammar</b> Present <i>Possessive Pronouns</i> and the <i>Possessive Case</i> and give Ss practice in using them in context. Ask Ss to read through the first two tables (<i>possessive adjectives – possessive pronouns</i>).</p> <p><b>3- Speak &amp; Write</b> Provide Ss with a sample of a letter to an advice column asking for advice. Give Ss practice in identifying some stylistic features of a letter asking for advice. Provide Ss with a sample of a letter giving advice. Give Ss practice in identifying some stylistic features of a letter giving advice. Give Ss practice in asking for and giving advice through pair work. Present set phrases to ask for and give advice and give Ss practice in using them in context. give Ss practice in writing a letter to an advice column asking for advice</p>	<input type="radio"/> Problem Solving <input type="radio"/> discovery brain <input type="radio"/> storming <input type="radio"/> mental <input type="radio"/> Maps <input type="radio"/> self-learning <input type="radio"/> cooperative <input type="radio"/> learning <input type="radio"/> Others... .....	<p><b>Evaluation:</b></p> <input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.
<b>Home work:</b>	They'll complete answering the exercises in their workbooks page. ( ).			
<b>Evaluation tools</b>	<input type="radio"/> Oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....			

**Full Blast 4**

Unit ( 3 )	<b>Teen life</b>	Date				
Lesson	<b>Round-up + Cross-curricular page</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  Data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
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<ul style="list-style-type: none"> <li>• Help Ss revise the structures, functions and vocabulary presented in Module 3 through various activities.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>cancel</p> <p>receive</p> <p>cost</p> <p>Cheer up</p> <p>overweight</p> <p>notice</p> <p>overdo</p> <p>instead of</p>	<p><b>Vocabulary</b> Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p><b>Grammar</b> Ask Ss to read through the examples and draw their attention to the words.</p> <p><b>Speak</b> Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p><b>Write</b> Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p><b>Now I can...</b> Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p><b>Rhyming Corner</b> Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p><b>Al Mamlaka</b> inform Ss about a very famous building in Riyadh</p>	<p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> discovery brain</p> <p><input type="checkbox"/> storming</p> <p><input type="checkbox"/> mental</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> self-learning</p> <p><input type="checkbox"/> cooperative</p> <p><input type="checkbox"/> learning</p> <p><input type="checkbox"/> Others...</p> <p>.....</p>	<p><b>Evaluation:</b></p> <p><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="checkbox"/> Use nonlinear information and key words.</p> <p><input type="checkbox"/> Assign for an additional reading, and writing practice.</p>
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**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

## Full Blast 4

<b>Unit ( 4 )</b>	<b>The arts</b>	<b>Date</b>			
<b>Lesson( 4A )</b>	<b>Getting creative</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G> 2 <sup>nd</sup> <D>

**Introduction**      a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**       data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Defining people and things.</li> <li>• Relative Pronouns: who/which/that.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	adventurous all of a sudden article colorful create creative design (v/n) enter a competition exhibition headline hopeful image in fact leaf - leaves organizer peaceful plant (n) poison poisonous professional rest (n) town hall	<p><b>1- Read</b>                      Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue.</p> <p><b>2- Vocabulary</b>                      Present adjective suffixes (-y, -ous and -ful). Give Ss practice in forming adjectives using adjective suffixes (-y, -ous and -ful) in context.</p> <p><b>3- Grammar</b>                      present relative clauses introduced by the relative pronouns <i>who, which, that</i> and give Ss practice in using them in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Listen</b>                      Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text.</p> <p><b>5- Speak</b>                      Give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work.</p>	<input type="checkbox"/> Problem Solving <input type="checkbox"/> discovery brain <input type="checkbox"/> storming <input type="checkbox"/> mental <input type="checkbox"/> Maps <input type="checkbox"/> self-learning <input type="checkbox"/> cooperative <input type="checkbox"/> learning <input type="checkbox"/> Others... .....	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</li> </ul>

**Home work:**      They'll complete answering the exercises in their workbooks page. (    ).

**Evaluation tools**       Oral tests  written tests  observation  discussion  exercises  activities  others.....

**Full Blast 4**

Unit ( 4 )	<b>The arts</b>	Date				
Lesson (4b )	<b>And the winner is...</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Agreeing and disagreeing</li> <li>• Finding things in common</li> <li>• Expressing feelings.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>agree chance clearly embarrassing fly (v) planet sculpture simple space (universe) work of art Feelings confident confused disappointed nervous pleased proud</p>	<p><b>1- Vocabulary</b> Present adjectives describing feelings. Ask Ss to look at the pictures and read through the words.</p> <p><b>2- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue</p> <p><b>3- Grammar</b> Present <i>So</i> and <i>Neither</i> and give Ss practice in using them in context. Ask Ss to read through the examples and draw their attention to the words in bold.</p> <p><b>4- Listen</b> Give Ss practice in listening for specific information. Give Ss practice in making predictions about the content of the listening text based on visual prompts and their background knowledge.</p> <p><b>5- Speak</b> Give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Problem Solving</li> <li><input type="radio"/> discovery brain</li> <li><input type="radio"/> storming</li> <li><input type="radio"/> mental</li> <li><input type="radio"/> Maps</li> <li><input type="radio"/> self-learning</li> <li><input type="radio"/> cooperative</li> <li><input type="radio"/> learning</li> <li><input type="radio"/> Others...</li> <li>.....</li> </ul>	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="radio"/> Use nonlinear information and key words.</li> <li><input type="radio"/> Assign for practice with the simple present tense.</li> </ul>

**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

## Full Blast 4

<b>Unit ( 4 )</b>	<b>The arts</b>	<b>Date</b>				
<b>Lesson ( 4c )</b>	<b>Let's see what happens</b>	<b>Class</b>	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction**     a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**      Data show    a recorder    sampler    materials    photos    signs    others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Zero Conditional.</li> <li>• Talking about general truths.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>block (v) circle fill garden hose ideal impression indigo instructions main myth possible sprayer violet wet.</p>	<p><b>1- Read</b> Present vocabulary, structures and functions in the context of a dialogue. give Ss practice in identifying specific information in the dialogue.</p> <p><b>1- Vocabulary</b> Give Ss practice in using some of the vocabulary presented in the lesson in context. Ask Ss to look at the pictures and read through the words.</p> <p><b>3- Grammar</b> Present the Zero Conditional and give Ss practice in using it in context. Ask Ss to look at the Grammar box and read the first example. Explain to Ss that the sentences containing <i>if</i> are called <i>conditionals</i> and that this is the <i>Zero Conditional</i>.</p> <p><b>5- Speak</b> Give Ss practice in using the functions, structures and vocabulary presented in this lesson through pair work.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Problem Solving</li> <li><input type="checkbox"/> discovery brain</li> <li><input type="checkbox"/> storming</li> <li><input type="checkbox"/> mental</li> <li><input type="checkbox"/> Maps</li> <li><input type="checkbox"/> self-learning</li> <li><input type="checkbox"/> cooperative</li> <li><input type="checkbox"/> learning</li> <li><input type="checkbox"/> Others... .....</li> </ul>	<p><b><u>Evaluation:</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="checkbox"/> Use nonlinear information and key words.</li> <li><input type="checkbox"/> Vary classroom activities so that there's a good balance between whole-class activities and group and pair activities.</li> </ul>

**Home work:**     They'll complete answering the exercises in their workbooks page. (     ).

**Evaluation tools**      Oral tests    written tests    observation    discussion    exercises    activities    others.....

**Full Blast 4**

Unit ( 4 )	The arts	Date				
Lesson ( 4d )	School awards	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
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<ul style="list-style-type: none"> <li>• Talking about past events.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>award (v+n) character consider cultural encourage example impressive perfect respect responsible separate society typical</p>	<p><b>1- Read</b> Present functions and vocabulary in the context of a magazine column. give Ss practice in identifying specific information in the dialogue</p> <p><b>2- Vocabulary</b> Present and give Ss practice in using the vocabulary presented in the lesson. Ask Ss to look at the pictures and read through the words underneath them. Have Ss do the activity.</p> <p><b>3- Pronunciation</b> Present and raise Ss' awareness of silent letters in words. Play the CD and ask Ss to identify the silent letters (=not pronounced) in the verb <i>weigh</i>. give Ss practice in identifying silent letters in words</p> <p><b>5- Speak &amp; Write</b> to give Ss practice in talking about school awards. Ask Ss to read through the prompts and explain the activity. give Ss practice in writing about school awards.</p>	<p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> discovery brain</p> <p><input type="checkbox"/> storming</p> <p><input type="checkbox"/> mental</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> self-learning</p> <p><input type="checkbox"/> cooperative</p> <p><input type="checkbox"/> learning</p> <p><input type="checkbox"/> Others... .....</p>	<p><b><u>Evaluation:</u></b></p> <p><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="checkbox"/> Use nonlinear information and key words.</p> <p><input type="checkbox"/> Assign for an additional reading, and writing practice.</p>
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**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

**Full Blast 4**

Unit ( 4 )	<b>The arts</b>	Date				
Lesson ( 4e )	<b>What a day!</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  Data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Talking about an event.</li> <li>• Improve reading skills.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>absent-minded as well as chapter discuss</p> <p>do well effort entire fail in most cases</p> <p>incredible inform look forward to mention</p> <p>miss a lesson novel pass sit for exams</p>	<p><b>1- Vocabulary</b> Introduce vocabulary related to school. Ask Ss to look at the pictures and read through the words underneath them. sk Ss to read through the sentences. Ask Ss the question in the rubric. Elicit answers. Ask Ss to read through the sentences a-e and make sure they understand them.</p> <p><b>2- Speak &amp; Write</b> Provide Ss with a sample for writing an account of an event. Give Ss practice in reading for specific information. Give Ss practice in talking about an event through pair work. give Ss practice in writing an account of an event.</p>	<ul style="list-style-type: none"> <li><input type="radio"/> Problem Solving</li> <li><input type="radio"/> discovery brain</li> <li><input type="radio"/> storming</li> <li><input type="radio"/> mental</li> <li><input type="radio"/> Maps</li> <li><input type="radio"/> self-learning</li> <li><input type="radio"/> cooperative</li> <li><input type="radio"/> learning</li> <li><input type="radio"/> Others...</li> <li>.....</li> </ul>	<p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</li> <li><input type="radio"/> Use nonlinear information and key words.</li> <li><input type="radio"/> Assign for an additional reading, and writing practice.</li> </ul>

**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....

**Full Blast 4**

Unit ( 4 )	<b>The arts</b>	Date				
Lesson	<b>Round-up + Cross-curricular page</b>	Class	2 <sup>nd</sup> <A>	2 <sup>nd</sup> <B>	2 <sup>nd</sup> <G>	2 <sup>nd</sup> <D>

**Introduction** a - Draw students' attention to the photos in the book- Write the topic, skim the lesson.

**Teaching aids**  Data show  a recorder  sampler  materials  photos  signs  others.

<b>Objectives:</b>	<b>Vocabulary</b>	<b>Procedure</b>	<b>Modern teaching strategies</b>	<b>Verification</b>
<ul style="list-style-type: none"> <li>• Help Ss revise the structures, functions and vocabulary presented in Module 4 through various activities.</li> <li>• Improve writing skills.</li> <li>• Enable the pupils to illustrate information from a paragraph.</li> </ul>	<p>trophies</p> <p>shape, fit</p> <p>thrilled, enjoyable</p> <p>paramedics, suppose general instance opinion other</p>	<p><b>Vocabulary</b> Revise the previous vocabulary of the unit. Ask students to make a family of some vocabulary.</p> <p><b>Grammar</b> Ask Ss to read through the examples and draw their attention to the words.</p> <p><b>Speak</b> Ask Ss to look at the pictures carefully and read through the speech bubble.</p> <p><b>Write</b> Allow Ss time to write the sentences. Choose some Ss to read out their sentences.</p> <p><b>Now I can...</b> Give Ss the opportunity to check their progress. Encourage learner autonomy.</p> <p><b>Rhyming Corner</b> Draw Ss' attention to the title of the rhyme. Ask Ss to guess what the rhyme will be about.</p> <p><b>Calligraphy</b> Inform Ss about the art of calligraphy.</p>	<p><input type="checkbox"/> Problem Solving</p> <p><input type="checkbox"/> discovery brain</p> <p><input type="checkbox"/> storming</p> <p><input type="checkbox"/> mental</p> <p><input type="checkbox"/> Maps</p> <p><input type="checkbox"/> self-learning</p> <p><input type="checkbox"/> cooperative</p> <p><input type="checkbox"/> learning</p> <p><input type="checkbox"/> Others... .....</p>	<p><b>Evaluation:</b></p> <p><input type="checkbox"/> Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.</p> <p><input type="checkbox"/> Use nonlinear information and key words.</p> <p><input type="checkbox"/> Assign for an additional reading, and writing practice.</p>

**Home work:** They'll complete answering the exercises in their workbooks page. ( ).

**Evaluation tools**  Oral tests  written tests  observation  discussion  exercises  activities  others.....