

U1/ LIFE STYLES

LISTEN AND DISCUSS + PAIR WORK

day	class	period
	3/1	
	3/2	
	3/3	
	3/4	
	3/5	
	3/6	

Teaching Strategies

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

Recourses needed

Student book
Work book
Teacher's guide

Teaching aids

Board
Drawing
Cards
Real objects
Data show
Interactive CD

Evaluation Tools

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

Learning Objectives

The student will be able to:

- Assemble someone's routine.
- Recognize adverbs of frequency.
- Practice asking someone about their routine.

Steps to follow

A-Warming up and revision

Warm up:

Play a video where someone is talking about their daily routine, then start asking them about their habits in special situations e.g (studying-eating ..etc

B- Presentation

The students are going to learn...

Language builder

C- Practice

1. Listen and Discuss

Have students open their books to page 2. Tell students to look at the pictures and discuss what they see. Ask **Where is the man in the first picture?** (gym) **What is he doing?** (running, working out) **What is he doing in the next picture?** (rock climbing) **What is in the third picture?** (salad) **What is in the next picture?** (herbal tea) **Are these healthy foods?** (yes) **What kind of diet does this person have?** (healthy) **Is the teen on the couch exercising?** (no) **What's he doing?** (reading and writing) **What is the teen at the bottom of the page doing?** (something on his computer) **How much time every day do you think he spends on the computer?** **Is the woman in the picture on page 3 shopping?** (yes) **How often do you think she goes to the mall?** **Where is the man in the last picture?** (at work) **How much time do you think he spends at the office every day?**

Play the audio. Have students listen as they read along.

Answer any questions students may have about vocabulary or content.

Check students' comprehension by naming each of the people in the pictures and having students say something about each person's lifestyle. say: **He likes to chat online.** (Josh)

Direct students' attention to the survey. Ask and answer the questions in pairs.

2. Pair Work A

Play the audio of the sample conversations. Students listen and repeat. Point out that after the verb spend it is necessary to use a verb + -ing (shopping) or preposition + noun (on the Internet). Model the task by role-playing the conversation with a student. Ask the question, saying the name of the person in the article. in pairs, have students ask and answer questions,

B Have students ask each other questions about the activities in the article. Then have students report about their partners to the class

D- Feedback

		The teacher can ask ss to choose one of them and start asking her/him about his/her lifestyle
Home assignment		workbook page (89) exercise ()
U1/ LIFE STYLES		GRAMMAR
day	class	period
	3/1	
	3/2	
	3/3	
	3/4	
	3/5	
	3/6	
Teaching Strategies		Learning Objectives
Pair work		<i>The student will be able to:</i>
Work group		<ul style="list-style-type: none"> • Write correct present simple questions and answers. • Use adverbs of frequency correctly. • Formulate questions using How Often/How .Much/How Long • Compare the present simple sentences . • Classify the adverbs of frequency .
Problem solving		
Brain storming		
Role play		
Discussion		
Inductive		
Co-operative learning		
Discovery		
Recourses needed		Steps to follow
Student book		A-Warming up and revision
Work book		Warm up:
Teacher's guide		Show the students a picture with a story in present simple.
Teaching aids		Ask several questions that require using present simple to answer e.g (where do Robert live?-How often does he call his friends?..etc
Board		Explain the usage of adverbs of frequency and the questions with (how).
Drawing		
Cards		B- Presentation
Real objects		The students are going to learn...
Data show		Language builder
Interactive CD		Most single-word adverbs of frequency go between the subject and verb. For example: I rarely/often/frequently watch TV.
Evaluation Tools		
Oral Tests		C- Practice
Written Tests		Simple Present Tense: Habitual Activities
Observation		Have volunteers read aloud the questions and answers. Explain that we use the simple present to talk about habits—things that people do often or regularly.
Discussion		Review with students the rules for adding -s to the verb in the simple present and for asking yes/no questions with do and does.
Exercise		Do a quick chain drill to practice first person and third person verb endings. Have one student describe his or her coffee habits. Have the next student talk about the first student and then about him or herself, and so on. For example: Faisal: I usually have two cups of coffee in the morning. Ali: Alicia usually has two cups of coffee in the morning. I rarely drink coffee.
		Adverbs/Expressions of Frequency
		Point out the percentages that indicate the degree of frequency of the adverbs and expressions. You might duplicate this chart on the board.
		Practice with a chain drill. Say a percentage and have a student say an adverb or expression of frequency. That student says a different percentage, and another student gives an adverb or expression of frequency, and so on. For example, you say: 23 percent of the time. Student A says Occasionally and then gives another prompt: 10 percent of the time. Student B responds: Now and then and gives another prompt, Point out that the one-word time words, as well as hardly ever, are frequency adverbs. The other words are expressions of frequency. Have two students read the sample sentences. Then ask: Do we put frequency adverbs after or before the verb to be? (after) Do we put frequency adverbs after or before all other verbs? (before) Do we put time expressions at the end or in the middle of a sentence? (at the end)

Activities			D- Feedback		
			Start with group work and make sure every ss knows its rule, then move to individual practice by solving book exercise.		
Home assignment			workbook page () exercise ()		
U1/ LIFE STYLES			LANGUAGE IN CONTEXT LISTENING – PRONUNCIATION		
day	class	period	Learning Objectives		
	3/1		The student will be able to: <ul style="list-style-type: none">○ Rephrease the text correctly .○ Write correct sentences about someone's routine.○ Interview partner about Internet use		
	3/2				
	3/3				
	3/4				
	3/5				
	3/6				
Teaching Strategies			Steps to follow		
	Pair work		A-Warming up and revision Warm up: Start the lesson by asking ss what are the items in their rooms and why they have it, or how often they use it. Then show them the picture on page 6 and ask them to guess the daily routine of the room owner.		
	Work group				
	Problem solving				
	Brain storming				
	Role play				
	Discussion				
	Inductive				
	Co-operative learning				
	Discovery				
Recourses needed			B- Presentation The students are going to learn... New vocabulary		
	Student book				
	Work book				
	Teacher's guide				
Teaching aids			C- Practice		
	Board		Language in Context Have students describe all the things they see in the picture. Ask: <i>Do you think it's a girl's or boy's room? Why? How old do you think the person is? Why? What can you say about the person's lifestyle?</i> Accept a variety of answers. Point out the example in the book and ask if students think that is true. Have students work in pairs to write at least six sentences about the person' s lifestyle. Then have students switch partners and tell their new partners their sentences.		
	Drawing				
	Cards				
	Real objects				
	Data show				
	Interactive CD				
Evaluation Tools			Listening Have students look at the photo. Ask: Who is the man? Where is he from? What do you think his lifestyle is like? What is his everyday life like? What would you like to ask him? Write the students' questions for Musa on the board. Play the audio. Have students listen to see if Musa answers any of the questions on the board. Have volunteers read the sentences aloud. Answer any questions about vocabulary. Play the audio while students answer true or false. Go over the answers with the entire class. Have students discuss as a class what they would like about Musa's life and what they would not like. Pronunciation Play the audio. Ask students to listen to see if they hear do and you clearly as separate words. Point out that the two words are blended together so that they sound like one word.		
	Oral Tests				
	Written Tests				
	Observation				
	Discussion				
	Exercise				

		Play the audio again. Have students listen and repeat the questions.
	Activities	D- Feedback
		Do the activity in the book.
Home assignment		workbook page () exercise ()

U1/ LIFE STYLES

ABOUT YOU – CONVERSATION

day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none">• answer questions about a conversation• Use the (real talk) phrases in new sentences.• Find the meaning of new words in the conversation.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow A-Warming up and revision Warm up: Show the students a picture of a reception worker and ask them if they recognize them and the kind of questions that they need to ask him. Write their ideas on the board. Make the students listen to the audio.
	Pair work		
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			B- Presentation The students are going to learn... New vocabulary
	Student book		
	Work book		
	Teacher's guide		C- Practice Conversation Have students cover the conversation and look at the picture at the top of the page. Ask: What is the young man on the left wearing? What does that tell you about his lifestyle? What is the other young man doing? Tell students the two men are going to talk about something that is important to them in their everyday lives. Ask: What do you think they are going to say? Play the audio. Ask students to listen for the ideas on the board. After they listen, check off the ideas on the board that were in the conversation. Play the audio again. Have students look at the conversation and read along as they listen. Real Talk Have students repeat the phrases after you. Ask: Who is an exercise freak? (Omar) What is an exercise freak? (someone who spends a lot of time exercising) Who do you know that is an exercise freak? Ask: What turns Majid off ? (exercise) Does he like it or not? (no) Point out that the phrasal verb turn off has different meanings. Ask if students know a different meaning, for example, turn off the light. Go around the class, having each student say something that turns him or her off . Ask: Who says Anyway? (Omar) Before Omar says that, what were he and Majid talking about? (exercising) What do they talk about afterwards? (spending time online) So when do we say Anyway? (when we want to change the topic) Write on the board: I have a test tomorrow, and it's going to be really hard. Anyway, ____. Have students complete the sentence. Ask: Who says You see? (Majid) What does Majid explain after he says this? (why his smartphone is important to him) Have students complete a sentence with You see. For example: I can't live without my cell phone. You see
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			
	Oral Tests		
	Written Tests		
	Observation		
	Discussion		

Exercise	<p>About you Have volunteers ask you the questions. Answer appropriately; for example, say: <i>I don't do homework</i>. Ask if students can think of any other activities to add to the list.</p> <p>Organize students into small groups to talk about their pastimes and routines.</p> <p>Have one person in each group report back to the class about their group's discussion.</p>
Activities	D- Feedback
	Have students work with a partner to ask and answer the questions.
Home assignment	workbook page () exercise ()

U1/ LIFE STYLES			READING-PROJECT	
day	class	period	Learning Objectives	
	3/1		The student will be able to: <ul style="list-style-type: none">• Match the main ideas in the text with its paragraph.• Answer questions about the text.• Find the meaning of new words through the text.• Survey a friend habits.	
	3/2			
	3/3			
	3/4			
	3/5			
	3/6			
Teaching Strategies			Steps to follow	
	Pair work		A-Warming up and revision Warm up: What do you know about youth hostels? What do you know about S. A. Y. H. A. ?	
	Work group			
	Problem solving			
	Brain storming			
	Role play			
	Discussion			
	Inductive			
	Co-operative learning			
	Discovery			
Recourses needed			B- Presentation The students are going to learn... New vocabulary	
	Student book			
	Work book			
	Teacher's guide			
Teaching aids				C- Practice READING STRATEGY Using prior knowledge Tell students that having a discussion about the subject of a passage before reading it is an excellent way to approach a reading. Then tell them that they should always use what they already know (prior knowledge) as they read to help them with comprehension. Have students cover the text except for the title and the first line. Direct their attention to the photos. Ask: What are the people doing? Do they look like anybody you know? Ask the Before Reading questions: Why do people you know use cell phones? How often do they use them? Ask: Do you think teens use cell phones more than others? Would you say you are a heavy cell phone user? Do you ever get irritated with someone who is using a cell phone? Do you think of a cell phone as an object for communication or an extension of yourself? Have a student read aloud the title. Explain the meaning of yakkity, yakkity, yak in the first line. (talking continuously about things that are not very serious) Then have students predict what they are going to read. Write their ideas on the board. Play the audio. Ask students to listen and read along, looking to see if anything on the board is mentioned in the text. Project Have students work in groups to discuss their lifestyles. In each group designate a Student A, B, C, etc. Assign each student a specific task to report to the class. For example, tell all the Student A's
	Board			
	Drawing			
	Cards			
	Real objects			
	Data show			
	Interactive CD			
Evaluation Tools				
	Oral Tests			
	Written Tests			
	Observation			
	Discussion			

Exercise	that they are going to report to the class about their group members' answers regarding chores and homework. As students give their reports, keep a tally on the board. At the end have students write a report summarizing the information on the board and commenting about their classmates' habits. For example: In our class, 60 percent of the students go shopping at least once a month.
Activities	D- Feedback
Home assignment	workbook page () exercise ()

U1/ LIFE STYLES			WRITING - FORM, MEANING AND FUNCTION	
day	class	period	Learning Objectives	
	3/1		<i>The student will be able to:</i> <ul style="list-style-type: none">• Use the suitable pronoun in a sentence.• Use pronouns and possessive adjectives to link ideas in sentences .• Use "all, both, neither, none' correctly.• Make and illustrate a list of greetings	
	3/2			
	3/3			
	3/4			
	3/5			
	3/6			
Teaching Strategies			Steps to follow	
	Pair work		A-Warming up and revision Warm up: Revise the reading lesson topic. Show a picture about pastime and discuss them about the most pastime activities for teens. 	

Discussion	Elicit: Neither of them is a pen. Make sure students understand that they use the singular form of the verb and noun with neither.
Exercise	Go over the information about All and None. Ask: How many teachers are in the picture? (three) Have students read the examples. All / Both Go over the information. Point out the difference in syntax from the examples above. Model the first examples: They are both teachers and Both of them are teachers. Are they both science teachers? and Are both of them science teachers? Then have different volunteers read the remaining examples with both forms of syntax.
Activities	D- Feedback
	Using (both-neither) with possessive pronouns.
Home assignment	workbook page () exercise ()

U2/LIFE STORIES

LISTEN AND DISCUSS + PAIR WORK

day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none">• Relate past events in learners' life• Talk about past actions• Ask about the people in the news.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: <ul style="list-style-type: none">. Start the lesson by showing the students a part of newspaper or a page of news website on a tablet and ask them what do they see (pictures of people) and what are the written text about (news or stories about those people).
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			The students are going to learn... Language builder
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			C- Practice
	Board		1. Listen and Discuss Ask the introductory questions. If students are not familiar with “People in the News” columns, tell them such columns usually have interesting news about celebrities or unusual stories about everyday people. □□Have students look at the first photo and title. Ask: Where is the man in the photo? What is the story going to be about? Play the audio for the first story. Students listen as they read along. Ask students if their predictions were correct. Then answer questions about new vocabulary. Have students look at the second photo and title. Ask what athlete of the year means. (an athlete who receives an award for his talent.) Ask students what they think makes this athlete special. Play the audio. Students listen as they read along. Ask: Why was Ahmed awarded “Athlete of the Year” (for his outstanding leadership in sports) Check students' comprehension by asking a few questions. For example: Why was it difficult for Ahmed to walk? What did he do that was so special? Who taught him how to play football? Have students look at the third photo and title. Ask: What is a blue flag? Why do you think Sunset Beach has a blue flag? Write several answers on the board.
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			
	Oral Tests		
	Written Tests		

Observation	<p>Play the audio.. Have students look at the last photo and title. Ask: What does Newborn mean? What do you expect to read in the story? Elicit and write on the board: name of parents, names of babies, date of birth.</p> <p>2. Pair Work</p> <p>A- Go over the names of the people in the stories. Tell students to point to the story when you call out the name. Play the audio for the model conversation. Students listen and repeat. Give students a time limit. Tell them to ask and answer as many questions about the people in the stories as they can within that time.</p> <p>B Play the audio for the model conversation and have students repeat. Have a student ask you the question. Answer truthfully. Have students ask one another for facts about themselves. Tell them to come up with at least five questions to ask each other.</p>
Discussion	
Exercise	
Activities	
	D- Feedback
	Divide the class into 3 groups (one to discuss the text, other to find the quick check answers and the last one to act out the conversation). .
Home assignment	workbook page (93) exercise ()

U2/LIFE STORIES			GRAMMAR
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none">Form correct simple past tense WH questions.Form correct simple past tense Yes/No questions.Write correct sentence about their birth place.Transform passive sentences into past simple.Refer to past events with (used to)
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: Write the sentence (Khaled lived in Abha) on the board, then ask the ss to help you form a "Yes/No" question (revise simple past question). Ask them to form a "WH" question for the same sentence, and write it on the board.
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			The students are going to learn... Language builder .
	Student book		
	Work book		
	Teacher's guide		C- Practice Simple Past Tense Before students open their books, copy the questions from the chart onto the board. Ask students if the questions are about the past, present, or future. Review the function of the simple past tense. (to describe things that started and finished in the past, or completed actions) Point out that in questions the auxiliary did is used for all persons, singular or plural. Also point out that the inverted form of the question (with the subject before the verb) follows the same pattern as questions with auxiliary do in the simple present. As review, write a series of simple past questions on the board and have students say which are correct. For example: a. Did he lived there a long time? (incorrect) b. Did he
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			

Oral Tests	<p>live there a long time? (correct) a. Where did they get married? (correct) b. Where did they got married? (incorrect)</p> <p>As additional review, draw a two-column chart on the board with the headings: A (regular verbs) and B (irregular verbs). Call out base forms of verbs. Tell students to say A if the past of the verb is regular and B if it is irregular. Write the base forms of the verbs in the correct columns. Then have students say what the past tense of each verb is. Do about five examples of each.</p>
Written Tests	
Observation	
Discussion	
Exercise	
Activities	D- Feedback
Home assignment	
workbook page () exercise ()	

U2/LIFE STORIES			LANGUAGE IN CONTEXT -LISTENING - PRONUNCIATION
day	class	period	Learning Objectives
	3/1		<i>The student will be able to:</i> <ul style="list-style-type: none">• Refer to old habits with (used to).• Listen to a biography and put events in chronological orde• Answer information question about someone's life.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: Write the words (used to/didn't used to) on the board, then divide ss into pairs . Give half of them pictures represents action in the past. Student 1 (will use the picture to form a question for her/his classmate) Student 2 (answer with (used to/didn't use to).
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		B- Presentation The students are going to learn... New vocabulary
	Co-operative learning		
	Discovery		
Recourses needed			C- Practice Language in Context Have students look at the picture and say sentences with <i>used to</i> and <i>didn't use to</i> about lifestyles in the past. Prompt the activity by asking students to say some inventions that people didn' t have one hundred years ago, such as TV, computers, and airplanes. Prompt them to talk about how people got their news, how they traveled, how they did household chores, and what they did in their free time. Listening Have students look at the photo. Ask: Who is the man? Where is he from? Why is he famous? What would you like to ask him? Have volunteers read aloud the sentences. After each sentence, ask questions to check comprehension. For example: What does disabled mean? (people with an
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		
Evaluation Tools			

Oral Tests	<p>injury that makes it difficult to move) What is a space shuttle? (a vehicle that travels to space)</p> <p>Have students predict the correct order of the sentences.</p> <p>Play the audio. Students listen to see if their prediction was correct.</p> <p>Play the audio again. Students write the numbers next to the correct activities.</p> <p>Pronunciation</p> <p>Play the audio. Students listen and repeat the sentences.</p> <p>Arrange students in pairs. Ask one student to say a verb (for example, work) and the other to use the verb with used to in a true sentence. For example: My brother used to work in the library.</p>
Written Tests	
Observation	
Discussion	
Exercise	
Activities	
D- Feedback	
Do the activity in the book.	
Home assignment	workbook page () exercise ()

U2/LIFE STORIES			ABOUT YOU - CONVERSATION
day	class	period	Learning Objectives
	3/1		<p>The student will be able to:</p> <ul style="list-style-type: none"> answer questions about a conversation Use the real talk phrases in a conversation.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		<p>A-Warming up and revision</p> <p>Warm up:</p>
	Work group		
	Problem solving		<p>B- Presentation</p> <p>The students are going to learn...</p> <p>New vocabulary</p>
	Brain storming		
	Role play		<p>C- Practice</p> <p>About you</p> <p>Arrange students into groups to talk about their personal lives, using the questions as discussion prompts. Monitor as students talk. Note down mistakes for later correction as a class, but do not make corrections while students are speaking.</p> <p>Conversation</p> <p>Before students open their books, ask them the names of popular sports teams. Write the names of the teams on the board for later use.</p> <p>Have students cover the conversation and look at the picture. Ask: How many members of the team are there? What sport do they play?</p> <p>Write on the board: The name of the team is ____.</p>
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		

Evaluation Tools		<p>Play the audio. Students listen and complete the sentences on the board. Play the audio again. Have students look at the conversation and read along as they listen.</p> <p>About the Conversation</p> <p>Have students work with a partner to ask and answer the questions. Check answers by having a student read the question and call on a classmate to answer.</p> <p>Real Talk</p> <p>Say the phrases and have students repeat them. Ask: Who turned up at the gym? (a group of hopeful athletes) Did the coach know who was coming to the gym? (no) When was the last time someone turned up at your home?</p> <p>Ask: Who says What about? (the reporter) What did he ask about? (Trevor) Who did Khalid talk about before? (the original team members) Ask a student the name of an athlete he or she likes. Then ask What about... with the name of another athlete.</p> <p>Ask: When Khalid says He wasn't into the attitude of the players, who was he talking about? (Trevor) Did Trevor like the team he was with? (no) Have students say the kind of sports they are into and not into. Ask: Was the team successful at the very beginning? (no) Did they become successful before or after their big break? (after).</p>
	Oral Tests	
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	D- Feedback
Home assignment		workbook page () exercise ()

U2/LIFE STORIES			READING
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none">• Match the main ideas with each paragraph.• List some of degrees and academic awards King Salman got.• Name the positions King Salman acquire before becoming a king.• Write research on the events and accomplishments.• Find the meaning of the new words in the text.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: Ask the ss to look at the picture and guess what aspects of king Salman's life is in it. Write the ss answers on the board, then ask them to scan the text to find if their answers are right.
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			B- Presentation The students are going to learn... New vocabulary appoint metropolis investment
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			C- Practice Reading READING STRATEGY Using chronology of events Tell students that biographical readings usually give the chronology, or the order of events, of a person's life. Looking for words that alert the reader to chronological information, for example, dates and ages, will make the reading task easier. Have students scan the reading for words and expressions that are clues to chronology. (was born, on [date], in [year], when he was just [age], then, until [year], from [year] to [year], since [year])
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		
	Interactive CD		

Teacher

Headmaster

Supervisor

		<p>Have a class discussion about biographies. Ask students to say whose biographies they have read. List them on the board. You might begin by saying the following: I have read biographies of (name), (name), and (name). I'd like to read a biography of (name). Have students discuss the first Before Reading question about the lives of royalty. Then ask the second Before Reading question. Ask follow-up questions, such as the following: Have you seen Crown Prince Salman in person or on TV? Have you read about him in a newspaper or magazine? What special things has he done?</p> <p>Play the audio. Students listen and read along. Tell them to underline information about King Salman that they did not know before.</p> <p>.</p>
Evaluation Tools		
	Oral Tests	
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	D- Feedback
		have students compare the positive and negative uses of the Internet.
Home assignment		workbook page () exercise ()

U2/LIFE STORIES			WRITING -PROJECT - FORM, MEANING AND FUNCTION	
day	class	period	Learning Objectives	
	3/1		<i>The student will be able to:</i> <ul style="list-style-type: none">• Link the idea with its details.• Write the negative form of an imperative .• Use the correct preposition.	
	3/2			
	3/3			
	3/4			
	3/5			
	3/6			
Teaching Strategies			Steps to follow	
	Pair work		A-Warming up and revision Warm up: Start with telling the students about how you learned how to speak English or how to sew by watching YouTube videos, then ask them to name any thing they learned the same way.	
	Work group			
	Problem solving			
	Brain storming			
	Role play			
	Discussion			
	Inductive			
	Co-operative learning			
	Discovery			
Recourses needed			B- Presentation The students are going to learn... New vocabulary	
	Student book			
	Work book			
	Teacher's guide			
Teaching aids			C- Practice	
	Board		Writing Draw a timeline on the board for your life. Write in the important dates. Elicit questions about the dates. For example, ask: What happened in 1996? Have students draw similar timelines with dates. Then in pairs, students ask and answer about each other's timelines. Have students write their life stories. Tell them not to write their names. Collect and redistribute the students' writing to someone else in the class. Students read the story and guess who wrote it.	
	Drawing			
	Cards			
	Real objects			
	Data show			
	Interactive CD			

Evaluation Tools		
	Oral Tests	<p>Project Before students begin, have a class discussion about the kind of information they will need to find; for example: date and place of birth, childhood activities, early talent, frustrations, when success was reached, etc.</p> <p>Tell students they will submit their written biographies and present to the class or a group.</p> <p>Form, Meaning and Function</p> <p>Time Expressions for the Past Review the time expressions at the top of the chart. Practice the expressions by asking students to answer questions, for example: Where were you the day before yesterday? What did you have for breakfast yesterday morning? Did you go on vacation last summer? What were you doing ten minutes ago?</p> <p>Read the examples with When clauses. Model a sentence with When I was a child... or When I was 10 years old... Then have volunteers share things from their childhood using the phrase. Point out the use of the comma after the When clause if it begins the sentence.</p> <p>Explain that some time phrases such as on Monday/Tuesday, etc., this morning/ afternoon/ evening, at 6 a.m./at 10 p.m. can also be used with other tenses. For example: Did you write a test on Monday? (past) I always play tennis on Saturday. (present) Are you going to write a test on Monday? (future) I ate breakfast this morning. (it' s now afternoon) I haven't eaten anything this morning. (it' s still morning) I woke up at 6 a.m. this morning. (past) I usually wake up</p>
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	
Home assignment		workbook page () exercise ()

U3/WHEN ARE YOU TRAVELING?			LISTEN AND DISCUSS + PAIR WORK
day	class	period	Learning Objectives
	3/1		<p>The student will be able to:</p> <ul style="list-style-type: none"> Recognize the items that airplane passengers need. Talk about plans and future action Talk about air travel
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		<p>A-Warming up and revision</p> <p>Warm up:</p> <p>Play an audio of an airport sounds and ask ss to close their eyes and imagine their selves about to travel with their bags ready and tickets on their hands, expect when they arrive at the airport something happened and they won't be able to proceed with their trip. Then ask (What do you think it is?).</p>
	Work group		
	Problem solving		<p>B- Presentation</p> <p>The students are going to learn...</p> <p>Language builder</p>
	Brain storming		
	Role play		<p>C- Practice</p> <p>1. Listen and Discuss Have students describe what they see in the picture. Ask the following questions: What announcement do people hear over the loudspeaker? (The flight to Istanbul is boarding.) How many people are at the airline counter? (6; 3 airline employees and 3 customers) What is the man at the middle counter doing? (She's checking in.) Who has a surfboard? What is he probably going to do on his trip? Why are the boy's parents at the airport? (They came to say goodbye to their son.) Where do you think the boy is going? How do the parents probably feel? How does the boy probably feel? What do the two people in uniforms do? (They're pilots.) Do they look like they're going home or getting ready to board the plane? Why is the couple (on page</p>
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		

Interactive CD		19) probably at the airport? (They're taking a plane.) Why are they looking at the TV screen? (They're checking their flight's departure time.) Ask students to describe what is happening at the security checkpoint. Ask: What do people usually have to do when they go through security? Play the audio of the conversations. Have students listen as they read along. Answer any questions about vocabulary or content.
Evaluation Tools		
Oral Tests		
Written Tests		
Observation		
Discussion		
Exercise		2. Pair Work A Play the audio for the model conversations. Students listen and repeat. Ask: Who are they talking about in the first conversation? What about the second? Have students point to the people in the picture. Model the task by eliciting questions about the pilot. For example: What is he doing tonight? Is he tired? Why is he going to bed early? Have pairs come up with as many questions as they can about each picture. Then have students switch partners and ask their new partners their questions. B Play the audio for the model conversation. Students listen and repeat. Model the task by telling the class that you have plans to take a trip.. Have students work in pairs to ask and answer questions about their travel plans.
Activities		
		D- Feedback
Home assignment		workbook page () exercise ()

U3/WHEN ARE YOU TRAVELING?			GRAMMAR
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none"> Use (be +) going to talk about future plans. Illustrate a reason with the infinitive. Formulate correct sentences with present progressive tense.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
Pair work			A-Warming up and revision Warm up: Ask your ss "If you have a choice to travel anywhere, what country are you going to choose? Elicit ss answer and write it on the board (I am going to choose/travel to....) Ask ss to change (going to) into (will) and write answers on board
Work group			
Problem solving			
Brain storming			
Role play			
Discussion			
Inductive			B- Presentation The students are going to learn... Language builder .
Co-operative learning			
Discovery			
Recourses needed			
Student book			
Work book			
Teacher's guide			
Teaching aids			C- Practice
Board			Present Progressive Go over the material in the grammar chart for the present progressive used for an action that is happening now. Have students say things that they are doing right now. Model a few possibilities. For example: I'm standing in front of the room. I'm speaking English.
Drawing			
Cards			
Real objects			
Data show			

Interactive CD	<p>Go over the material in the grammar chart for the present progressive used for definite arrangements in the future.</p> <p>Have students say three definite plans they have for some time in the future; for example, after class, tomorrow, and on the weekend.</p> <p>Future with Going To and Will</p> <p>Explain that we use going to for definite plans in the future. We use will + maybe or probably for indefinite plans.</p> <p>Have students say three things they are going to do in the future, using going to and will. To elicit ideas, ask questions such as the following: What are you going to do on your next vacation? How long are you going to study tonight? Tell students if the answer is indefinite, they can use will with probably. Model some answers, such as: I'll probably go to New York on my next vacation. I'm not sure, but I'll probably stay home tonight.</p>
Evaluation Tools	
Oral Tests	
Written Tests	
Observation	
Discussion	
Exercise	
Activities	D- Feedback
	Make ss form questions and answers after each type.
Home assignment	workbook page () exercise ()

U3/WHEN ARE YOU TRAVELING?			LANGUAGE IN CONTEXT -LISTENING - PRONUNCIATION
day	class	period	
	3/1		Learning Objectives <i>The student will be able to:</i> <ul style="list-style-type: none">List 6 items they are going to need in camping trip.Listen for specific information in a conversation between travelersMatch questions about traveling with answers.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow A-Warming up and revision Warm up: Show ss a picture of someone packing to travel and tell them about Yahea on page 26 and make sure ss discuss in groups before answering.
	Pair work		
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			B- Presentation The students are going to learn... New vocabulary
	Student book		
	Work book		
	Teacher's guide		C- Practice Language in Context Read the directions and examples with the class. Give students a few minutes to make a checklist of eight items. Then have students work in pairs and use their lists to make sentences about Yahya. Have two pairs form a new group and tell each other their sentences. Then have them discuss what they think Yahya is going to do in London. Have one person in each group report back to the class.
Teaching aids			
	Board		
	Drawing		
	Cards		
	Real objects		
	Data show		

Interactive CD		
Evaluation Tools		
Oral Tests		
Written Tests		
Observation		
Discussion		
Exercise		
Activities		
Home assignment		

Listening

Have students look at the photo. Ask: *Where are the people? What are they going to do? Have you ever been in a long line at the airport? What did you do while you were waiting? Did anything unusual happen?*

Have volunteers read aloud the sentences. Ask: *Who are you going to hear in the conversation?* (Dan and Larry) *How do they know each other?* (They're old friends.) *Where are they?* (at an airport) *Did they plan to meet each other there?* (no) Write students' answers on the board.

Play the audio. Have students listen to see if their answers on the board were correct. Play the audio again. Have students listen and mark the sentences *true* or *false*. Play the audio a third time for students to check their answers.

Pronunciation

Direct students' attention to the -ing endings in the sentences. Ask them to listen to see if they hear the final g clearly. Play the audio as students listen only. Play the audio again. Students listen and repeat.

D- Feedback

Do the activity in the book.

workbook page () exercise ()

Have students look at the photo. Ask: *Where are the people? What are they going to do? Have you ever been in a long line at the airport? What did you do while you were waiting? Did anything unusual happen?*

Have volunteers read aloud the sentences. Ask: *Who are you going to hear in the conversation?* (Dan and Larry) *How do they know each other?* (They're old friends.) *Where are they?* (at an airport) *Did they plan to meet each other there?* (no) Write students' answers on the board.

Play the audio. Have students listen to see if their answers on the board were correct.
Play the audio again. Have students listen and mark the sentences *true* or *false*.
Play the audio a third time for students to check their answers.

Pronunciation

Direct students' attention to the -ing endings in the sentences. Ask them to listen to see if they hear the final g clearly.

Play the audio as students listen only.

Play the audio again. Students listen and repeat.

D- Feedback

Do the activity in the book.

workbook page () exercise ()

U3/WHEN ARE YOU TRAVELING?

day	class	period
	3/1	
	3/2	
	3/3	
	3/4	
	3/5	
	3/6	
Teaching Strategies		
	Pair work	
	Work group	
	Problem solving	
	Brain storming	
	Role play	
	Discussion	
	Inductive	
	Co-operative learning	
	Discovery	
Recourses needed		
	Student book	
	Work book	
	Teacher's guide	
Teaching aids		
	Board	
	Drawing	
	Cards	
	Real objects	

ABOUT YOU - CONVERSATION

Learning Objectives

The student will be able to:

- answer questions about a conversation
- Use the real talk phrases in a conversation.
- Invent a conversation with someone on a plane

Steps to follow

A-Warming up and revision

Warm up:

</

ABOUT YOU - CONVERSATION

day	class	period
	3/1	
	3/2	
	3/3	
	3/4	
	3/5	
	3/6	
Teaching Strategies		
	Pair work	
	Work group	
	Problem solving	
	Brain storming	
	Role play	
	Discussion	
	Inductive	
	Co-operative learning	
	Discovery	
Recourses needed		
	Student book	
	Work book	
	Teacher's guide	
Teaching aids		
	Board	
	Drawing	
	Cards	
	Real objects	

Learning Objectives

The student will be able to:

- answer questions about a conversation
- Use the real talk phrases in a conversation.
- Invent a conversation with someone on a plane

Steps to follow

A-Warming up and revision

Warm up:

B- Presentation

The students are going to learn...

New vocabulary

C- Practice

About you

Arrange students in small groups to answer and discuss the questions about travel. As a follow-up, call on one student from each group to report back to the class about what they discussed.

Conversation

	Data show		Have students look at the photo. Ask: Where are the people? What are they going to do? Have you ever been in a long line at the airport? What did you do while you were waiting? Did anything unusual happen?
	Interactive CD		Have volunteers read aloud the sentences. Ask: Who are you going to hear in the conversation? (Dan and Larry) How do they know each other? (They're old friends.) Where are they? (at an airport) Did they plan to meet each other there? (no) Write students' answers on the board.
Evaluation Tools			Play the audio. Have students listen to see if their answers on the board were correct. Play the audio again. Have students listen and mark the sentences true or false. Play the audio a third time for students to check their answers.
	Oral Tests		Real Talk Have students repeat the phrases after you.
	Written Tests		Ask: <i>What does Mr. Parker say about life in Abha?</i> (It's kind of slow.) <i>Is it very slow or a little slow?</i> (a little) <i>What can Mr. Parker probably see and do in Riyadh that he can't do in Abha?</i> <i>What local city would you call kind of slow?</i>
	Observation		Ask: <i>How is Mr. Parker's Arabic?</i> (pretty good) <i>Is it not very good or quite good?</i> (quite good) <i>What are you pretty good at?</i>
	Discussion		Ask: <i>What does Mr. Parker say Michael will pick up?</i> (Arabic) <i>Does he think it will be difficult for Michael to learn?</i> (no)
	Exercise		
	Activities		D- Feedback
Home assignment			workbook page () exercise ()

U3/WHEN ARE YOU TRAVELING?			READING - PROJECT
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none">Find the meaning of a word throughout reading the text.Design Arabic language study program for foreign.Recognize Saudi Arabia features.Find the reason behind choosing Saudi Arabia to learn Arabic.Recognize the benefits of learning Arabic.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: Write the word (Exchange student) on the board, then explain the term in simple language, then ask ss if they know anything about it and which country would they choose to be exchanged to and why.
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			B- Presentation The students are going to learn... New vocabulary
	Student book		
	Work book		
	Teacher's guide		C- Practice Reading READING STRATEGY Using heads and subheads
Teaching aids			
	Board		
	Drawing		

Cards	<p>Point out to students that the heads and subheads in a reading can help them to predict the main idea of each part of the reading.</p> <p>Before Reading questions about study programs abroad. Elicit answers in a class discussion.</p> <p>Have students open their books, cover the text, and discuss what they see in the pictures. Ask: Who is the man? (a teacher) What country do you think the pictures are of? (Saudi Arabia) What are good places in Saudi Arabia to visit? What is the climate like in Saudi Arabia? Do you think Saudi Arabia is a good place to study Arabic?</p> <p>Have students uncover the text and talk about what type of text it is. Ask: Is it a magazine article or a brochure? (a brochure) What is the brochure for? (the Arabic Language School) Will the brochure give all the facts or just some of the facts? Will the brochure have any negative information? Why not?</p> <p>Have volunteers read aloud the heads and subheads. Have students predict what they expect to read in each section. Write their ideas on the board.</p> <p>Play the audio. Have students reread the passage one section at a time. Pause after each section and ask questions to check understanding of the main idea of the section. For example: (Introduction) What makes Saudi Arabia special? (its traditions, historic places, and contrasts in scenery) (Why learn Arabic in Saudi Arabia?) What makes Saudi Arabia a good place to learn Arabic? (There are a lot of things to do outside of class.)</p> <p>Project Have students work in groups and plan a study program. First, they should decide what country the foreign students are from, how old they are, and how long their stay is going to be. They should then discuss the highlights of their country that they will want the visitors to know about and see during their stay.</p> <p>Have each group prepare a written report about the program as well as an oral presentation for the class.</p>
Real objects	
Data show	
Interactive CD	
Evaluation Tools	
Oral Tests	<p>D- Feedback</p> <p>Pair a student with lower reading skills with one who is more advanced to work together. Ask students to write out questions about parts of the text that doesn't make sense</p> <p>workbook page () exercise ()</p>
Written Tests	
Observation	
Discussion	
Exercise	
Activities	
Home assignment	

U3/WHEN ARE YOU TRAVELING?

WRITING -PROJECT - FORM, MEANING AND FUNCTION

day	class	period	Learning Objectives	
	3/1		<p>The student will be able to:</p> <ul style="list-style-type: none"> Write key information for an email. Use intensifiers to make the adjectives stronger. Use the correct time clause. Describe a movement with the suitable preposition. . 	
	3/2			
	3/3			
	3/4			
	3/5			
	3/6			
Teaching Strategies			Steps to follow	
	Pair work		A-Warming up and revision	
	Work group		<p>Warm up:</p> <p>Write on the board the topic (Letter from abroad), then ask ss if they have the chance to study abroad what country they will choose and why?</p>	
	Problem solving		B- Presentation	
	Brain storming		<p>The students are going to learn...</p> <p>New vocabulary</p>	
	Role play		C- Practice	
	Discussion		Writing	
	Inductive			
	Co-operative learning			
	Discovery			
Recourses needed				
	Student book			
	Work book			
	Teacher's guide			
Teaching aids				
	Board			

Teacher

Headmaster

Supervisor

Drawing
Cards
Real objects
Data show
Interactive CD

Evaluation Tools

Oral Tests
Written Tests
Observation
Discussion
Exercise
Activities

Write the following on the board for students to copy

and complete: **Name of country:** _____ **Things people typically do there:** _____

Students work in pairs. Tell them to imagine they are in the country and talking to their partner on the phone about their experiences so far and what they are going to do while they are there.

Students use the information they talked about to write an email. Have students exchange papers and respond to the email they have received.

Project

Have students work in groups and plan a study program. First, they should decide what country the foreign students are from, how old they are, and how long their stay is going to be. They should then discuss the highlights of their country that they will

want the visitors to know about and see during their stay.

Have each group prepare a written report about the program as well as an oral presentation for the class

Form, Meaning and Function

Time Clauses Call on students to read the examples. Point out that the present tense is used with time clauses to tell about something that will happen in the future. Write a few more examples on the board, such as: *I'll text you as soon as I hear from them. I'll stop by after I finish work. We can't leave until the bell rings.*

Explain that time clauses can also be used at the beginning of a sentence. In this case, a comma is needed. For example: *As soon as we get to Hawaii, we're heading to the beach. When we get home, we'll give you a call.*

Prepositions of Movement Have students look at the illustrations. Note that the arrows indicate the movement. Have volunteers act out the movements. For example, say: *Walk across the room. Walk around the room. Put your book into the bag. Take your book out of the bag. Go towards the door. Move away from your desk. Go through the doorway.*

D- Feedback

Ask the students to answer the activity

Home assignment

workbook page () exercise ()

EXPANSION UNITS 1-3

LANGUAGE REVIEW

day	class	period
	3/1	
	3/2	
	3/3	
	3/4	
	3/5	
	3/6	

Teaching Strategies

Pair work
Work group
Problem solving
Brain storming
Role play
Discussion
Inductive
Co-operative learning
Discovery

Recourses needed

Student book
Work book
Teacher's guide

Teaching aids

Learning Objectives

The student will be able to:

- answer personal information

Steps to follow

A-Warming up and revision

Warm up:

B- Presentation

The students are going to learn...

New vocabulary

C- Practice

Teacher

Headmaster

Supervisor

Board	Language Review. A- Ask a volunteer to read the directions aloud. Have students look at the example item, <i>modern</i> . Then do one more item as an example with the whole class. Ask: <i>Which column does the word painting go in?</i> (Museum Items) Put students in pairs to complete the activity. B. Have students answer exercise reviews the use of question words and asking for and answering about personal information. Put students in pairs to practice asking and answering the questions. C. This exercise reviews common social expressions Put students in pairs and have them take turns reading a question or statement for their partner to choose the correct response. D. Have students first read the conversation Ask: <i>Who are the people in the picture?</i> (Omar' s family) <i>Who is Frank Lawson?</i> (their guide) Elicit that the family is probably on vacation and that they are meeting a tour guide of some kind.
Drawing	
Cards	
Real objects	
Data show	
Interactive CD	
Evaluation Tools	
Oral Tests	
Written Tests	
Observation	
Discussion	
Exercise	
Activities	
Home assignment	
workbook page (105-106) exercise ()	

EXPANSION UNITS 1–3			WRITING
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none"> Write a paragraph.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up:
	Work group		
	Problem solving		B- Presentation The students are going to learn... New vocabulary
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		
	Teacher's guide		

Teaching aids		C- Practice
	Board	<p>A.</p> <p>Have students first read the paragraph without trying to fill in the blanks. Then ask the class what word they think goes in the first blank. Do the first sentence together as an example.</p> <p>Have students work in pairs or individually to complete the paragraph. Then they compare answers with a partner or with another pair.</p> <p>B.</p> <p>Tell students that they are going to write a similar paragraph about their own country.</p> <p>Put students in groups to ask and answer the other questions and complete their notes.</p> <p>Have students use their notes to write a paragraph about their country.</p>
	Drawing	
	Cards	
	Real objects	
	Data show	
	Interactive CD	
Evaluation Tools		
	Oral Tests	
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	D- Feedback
		Do the activity
Home assignment		workbook page () exercise ()

EXPANSION UNITS 1–3			READING
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none">answer questions from a passage.complete the form from the passage.
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision Warm up: Look at the photos. What do you know about the Dominican Republic?
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			B- Presentation The students are going to learn... Language builder Students may be familiar with <i>Excuse me</i> as an expression used to say you' re sorry, for example, if you accidentally bump into someone. Explain that
	Student book		
	Work book		
	Teacher's guide		

Teacher

Headmaster

Supervisor

		getting attention is also a common use of the expression. In this case, it doesn' t mean "I' m sorry."
Teaching aids		C- Practice
	Board	<p>Focus students' attention on the photos and ask them to describe what they see in each. Ask them what they know about the Dominican Republic..</p> <p>Play the audio</p> <p>Have students work individually to complete the questionnaire and fill in their information on the form.</p> <p>Have students check their answers</p> <p>Have students work individually to write <i>yes</i> or <i>no</i> for each statement. Ask students to rewrite the incorrect sentences to be correct.</p>
	Drawing	
	Cards	
	Real objects	
	Data show	
	Interactive CD	
Evaluation Tools		D- Feedback
	Oral Tests	
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	
Home assignment		workbook page () exercise ()

EXPANSION UNITS 1–3			CHANT ALONG
day	class	period	Learning Objectives
	3/1		<p>The student will be able to:</p> <ul style="list-style-type: none"> Say the chant
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		<p>A-Warming up and revision</p> <p>Warm up:</p>
	Work group		
	Problem solving		
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		<p>B- Presentation</p> <p>The students are going to learn...</p> <p>New vocabulary</p>
	Discovery		
Recourses needed			
	Student book		

Work book	
Teacher's guide	
Teaching aids	C- Practice
Board	Tell students that they are going to listen to a chant called <i>Orders, Orders, Everywhere</i> . Ask: <i>Who gives you orders every day?</i> Students will probably answer with people like parents, teachers, and even classmates. Ask: <i>What orders do they give you?</i> Make notes of their answers on the board.
Drawing	Teach students the question: <i>What does ____ mean?</i>
Cards	Play the audio
Real objects	You might have students perform the chant, either chanting, or saying the words.
Data show	Vocabulary
Interactive CD	Have students read the words and phrases in the two columns by themselves. Then they look at the chant for similar expressions.
	Point out that the complete expressions in this exercise are similar to the orders in the chant, For example, the chant says <i>Find a partner</i> . In the exercise, it says <i>Work with a partner</i> .
Evaluation Tools	Have students work individually to match the parts of the sentences.
Oral Tests	Comprehension
Written Tests	Have students work individually to write <i>yes</i> or <i>no</i> , referring back to the chant as necessary for the information.
Observation	Have them write the correct information for the <i>no</i> answers.
Discussion	
Exercise	
Activities	D- Feedback
	Ask the students to answer the activity
Home assignment	workbook page () exercise ()

EXPANSION UNITS 1–3			PROJECT
day	class	period	Learning Objectives
	3/1		The student will be able to: <ul style="list-style-type: none"> Write Research an environmental organization
	3/2		
	3/3		
	3/4		
	3/5		
	3/6		
Teaching Strategies			Steps to follow
	Pair work		A-Warming up and revision
	Work group		
	Problem solving		B- Presentation The students are going to learn... New vocabulary
	Brain storming		
	Role play		
	Discussion		
	Inductive		
	Co-operative learning		
	Discovery		
Recourses needed			
	Student book		
	Work book		

Teacher

Headmaster

Supervisor

	Teacher's guide	
Teaching aids		C- Practice
	Board	<p>Have a short brainstorming session with the whole class about school rules that they would like to have.</p> <p>Put students in groups to continue the activity.</p> <p>Discuss the rules with the class. Which rules do they agree with? Which rules do they disagree with?</p> <p>Create one list of school rules on the board that the whole class agrees with.</p>
	Drawing	
	Cards	
	Real objects	
	Data show	
	Interactive CD	
Evaluation Tools		
	Oral Tests	
	Written Tests	
	Observation	
	Discussion	
	Exercise	
	Activities	D- Feedback
		Ask the students to answer the activity
Home assignment		workbook page () exercise ()