

<b>Unit</b>	<b>( 1 )</b>	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	<b>( 1 )</b>		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	
<b>Introduction</b>	<b>5 Min.</b>	

<b>Specific objective</b>	<b>Materials</b>	<b>Procedure and Activities</b>	<b>Evaluation</b>
1-Pupils should be interested in the lesson.	Pupil's Book.  Work Book.  Work Sheets.  Board	1) Discuss past world events and 2) present effects 3)Talk about global issues.	Discussion.
2- Students should be able to comprehend what they see or read.		ask: <b>What is each photo of?</b> (Spacecraft; people climbing the Berlin Wall; the European Union flag <b>What was the Space Race?</b> (a race to see who could land on the moon first) <b>What countries were involved?</b> (the United States and the Soviet Union) <b>What was the Berlin Wall?</b> (a wall between East and West Germany) <b>Why was the fall of it important?</b> (The Cold War Ended; Germans were free to move about.) <b>What is the EU?</b> (Countries in Europe between which People can move, work, and travel freely.) <b>How do you think satellites created a Communications revolution?</b> (Signals could be Transmitted very quickly.)	
3- Students should be able to read fluently.		Play the audio as students listen only. <b>When was Sputnik I launched?</b> (October 4, 1957) <b>What was significant about Sultan Salman Abdul-Aziz Al-Saud?</b> (He was the youngest person to fly on the space shuttle at the age of 28) <b>Why was Apollo 11 important?</b> (U.S. won the race) <b>What happened on November 9, 1989?</b> (The Berlin Wall was torn down.) <b>When was the European Union formed?</b> (November 1, 1993) <b>What happened on January 1, 2002?</b> (The Euro became the currency.) <b>What was Telstar?</b> (the first communications satellite)	Discussion.

Teacher .....

Headmaster .....

<b>Unit</b>	( 1 )	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	( 2 )		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	<b>Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.</b>
<b>Introduction</b>		

<b>Specific objective</b>	<b>Materials</b>	<b>Procedure and Activities</b>	<b>Evaluation</b>
1- Students should be able to comprehend what they see and hear.	<b>Pupil's Book.</b>  <b>Work Book.</b>  <b>Work Sheets.</b>  <b>Board</b>	<input type="checkbox"/> Direct students' attention to page 3. Read the title aloud: <b>Global Issues</b> . Ask students to look at the pictures and describe what they see, either in pairs or as a class. Play the audio for the list of global issues. Have students listen and follow along. <input type="checkbox"/> Tell students to scan the list of global issues, and to ask about any unfamiliar words.	
2- Students should be able to the Gerund and the Noun and the verb.		<input type="checkbox"/> Have students work individually to complete the activity. <input type="checkbox"/> Have students check answers in pairs. Then, check answers as a class.	1. c 2. b 3. d 4. a
3- Students should be able to differentiate between Although, Even though and In spite of.		<input type="checkbox"/> Read the directions. Tell students to mark their answers, and then to change the false statements to make them true. <input type="checkbox"/> Have students work individually to complete the activity. <input type="checkbox"/> Check answers as a class by calling on students. For the false statements, ask for corrections.	1. true 2. true 3. false (It has 27 members.) 4. false (It came into use in 2002.) 5. false (They are something of the present.)
4- Students should be able to differentiate between As Soon As and When.			
5- Students should be able to know when to use So....That.			

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....

<b>Unit</b>	<b>( 1 )</b>	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	<b>( 3 )</b>		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	
<b>Introduction</b>	<b>5 Min.</b>	

<b>Specific objective</b>	<b>Materials</b>	<b>Procedure and Activities</b>	<b>Evaluation</b>
1-Pupils should be interested in the lesson.	Pupil's Book.	<p><b>Simple Present Tense:</b></p> <p>□ □ Write the following sentences on the board and underline the simple present verbs. Call on students to complete the sentences with real information.</p> <p><i>School starts at _____.</i></p> <p><i>Our English class is on _____.</i></p> <p><i>We don't have school on Saturday or _____.</i></p> <p><i>School gets out at _____.</i></p> <p>□ □ Call on volunteers to make other true statements about school or your class. For example: <i>We have homework every day. We have a quiz on Fridays.</i></p>	<p><b>A</b> Have students work alone to complete the sentences.</p> <ol style="list-style-type: none"> <li>is living / 's living</li> <li>is boiling</li> <li>do not understand / don't understand</li> <li>Does it snow</li> <li>goes</li> <li>do you think</li> <li>is increasing</li> <li>do not remember / don't remember</li> <li>does not use / doesn't use</li> <li>is not working / 's not working / isn't working</li> </ol>
2- Students should be able to comprehend what they read.	<p>Work Book.</p> <p>Work Sheets.</p> <p>Board</p>	<p><b>Simple Present versus Present Progressive:</b></p> <p>the progressive is used mainly for two reasons— to express that something is happening right now, or that something happening now is temporary.</p> <p><i>The sun <u>shines</u> most days. Today it isn't shining. It's cloudy.</i></p> <p><i>He <u>talks</u> quietly. He is talking to his friend now.</i></p> <p><i>His family <u>lives</u> in Colombia. His brother is <u>living</u> in New York now for college.</i></p>	<p><b>B</b></p> <ol style="list-style-type: none"> <li>are not working / aren't working</li> <li>is</li> <li>live</li> <li>help</li> <li>meet</li> <li>was</li> <li>arrived</li> <li>got</li> <li>have</li> <li>is</li> <li>have not seen / haven't seen</li> <li>are swimming / 're swimming</li> <li>am wearing / 'm wearing</li> <li>applied</li> <li>knew</li> <li>was</li> </ol>

			17. wanted 18. like 19. miss 20. feel
3- Students should be able to speak fluently.		<p><b>Simple Past versus Present Perfect</b></p> <p>□□ Explain when the simple past and the present perfect are used, emphasizing the differences.</p> <p>□□ Write these sentences on the board:</p> <p><i><b>They lived in L.A. for three years.</b></i> (They don't live there now.)</p> <p><i><b>They have lived in L.A. for three years.</b></i> (They still live there.)</p> <p><i><b>They read two books about the Space Race.</b></i> (They're finished.)</p> <p><i><b>They have read two books about the Space Race.</b></i> (As of now they have read two books, but they may read more.)</p> <p>□□ Elicit examples from students. For example:</p> <p><i><b>We studied _____ last week.</b></i></p> <p><i><b>We have studied _____ so far this week.</b></i></p>	<p><i>C</i> Answers will vary. A sample answer:</p> <p><b>A:</b> Have you ever eaten fish and chips?</p> <p><b>B:</b> Yes, I have.</p> <p><b>A:</b> Do you like it?</p> <p><b>B:</b> Yes, I do.</p> <p><b>A:</b> Do you eat it often?</p> <p><b>B:</b> Yes, I do. It's cheap.</p>
4- Students should be able to understand and comprehend the passage and deduce the questions and answers.			Students answer the questions Correctly.

### New Vocabulary

**dorm** = a large building where students live  
**settle into (life)** = get used to  
**off -campus accommodations** = places to live not on campus

Teacher .....

Headmaster .....

<b>Unit</b>	( 1 )	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	( 4 )		<b>Grade</b>	

<b>Revision</b>	5 Min.	Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.
<b>Introduction</b>	5 Min.	a – introduce the unit . b- Write the topic , skim the unit and read the objectives on page 6.

Specific objective	Materials	Procedure and Activities	Evaluation
1-Pupils should know what <u>used to means</u> .	Pupil's Book.  Work Book.  Work Sheets.  Board	<input type="checkbox"/> <input type="checkbox"/> Go over the directions and organize students into pairs. Remind them to take notes as they listen to their partners' answers. They will need the notes later when they introduce their partner to the class. <input type="checkbox"/> <input type="checkbox"/> Before students begin, check understanding of the terms <i>grew up</i> and <i>family background</i> . Quickly review terms for relatives, such as <i>aunt</i> , <i>uncle</i> , <i>cousins</i> , and <i>grandparents</i> .	
2- Students should be able to speak freely and fluently.		<input type="checkbox"/> <input type="checkbox"/> Brainstorm together some questions they might use for <i>Your idea</i> . Write their ideas on the board. <input type="checkbox"/> <input type="checkbox"/> Circulate and monitor students.	Listening.
3- Students should be able to Listen and comprehend what they hear.		<input type="checkbox"/> <input type="checkbox"/> Have pairs form small groups and introduce their partners. Presenting in groups first provides additional speaking practice. Then call on students to introduce their partners to the class.	Comprehension.
4- Students should be able to speak fluently.			

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....

<b>Unit</b>	<b>( 1 )</b>	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	<b>( 5 )</b>		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	<b>Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.</b>
<b>Introduction</b>	<b>5 Min.</b>	

<b>Specific objective</b>	<b>Materials</b>	<b>Procedure and Activities</b>	<b>Evaluation</b>
1-Pupils should be interested in the lesson.	Pupil's Book.  Work Book.  Work Sheets.  Board	<b>5 Listening</b> <input type="checkbox"/> <input type="checkbox"/> Direct students' attention to the photo. Ask them to describe what they see. To activate prior knowledge and help students predict what they will hear, ask questions. For example: <i>Where did people emigrate from?</i> <i>Why did they immigrate?</i> <i>What was at Ellis Island?</i> <i>How do you think people felt when they saw the Statue of Liberty?</i> <i>Not everyone was allowed to enter the U.S. Why do you think they wouldn't let some people enter?</i>	<b>1. true 3. true 5. true</b> <b>2. false 4. false 6. true</b>
2- Students should be able to comprehend what they read.		<input type="checkbox"/> <input type="checkbox"/> Play the audio as students listen. Check general understanding by repeating the first three questions above. Have students read the questions. <input type="checkbox"/> <input type="checkbox"/> Play the audio again. Have students mark their answers. Play the audio a third time for students to check their answers. <input type="checkbox"/> <input type="checkbox"/> Call on students for the answers. Ask them to correct the false statements to make them true.	
3- Students should be able to speak fluently.			Discussion.

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....

<b>Unit</b>	( 1 )	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	( 6 )		<b>Grade</b>	

<b>Revision</b>	5 Min.	Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.
<b>Introduction</b>	5 Min.	

Specific objective	Materials	Procedure and Activities	Evaluation
1-Pupils should be interested in the lesson.	Pupil's Book.	A.□ Explain that in English, we stress important words in a sentence. □)) Play the audio for students to just listen. Play it again for students to repeat the sentences with proper stress.	Discussion.
2- Students should be able to understand and comprehend What they read.			Reading
3- Students should be able to speak fluently.	Work Book.		
	Work Sheets.	B.□ Have students work in pairs. As students discuss the question, circulate, monitor, and give assistance where needed.	Speaking & Writing
4- Students should be able to understand and comprehend what they hear.	Board		Students answer the questions Correctly.

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....

<b>Unit</b>	( 1 )	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	( 8 )		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.
<b>Introduction</b>	<b>5 Min.</b>	

Specific objective	Materials	Procedure and Activities	Evaluation
1-Pupils should be interested in the lesson.	Pupil's Book.  Work Book.  Work Sheets.  Board	□□Tell students to look at the photos. Ask: <i>What do you think this conversation will be about?</i>	Discussion.
2- Students should be able to read and write.		Ask: <i>Who says in fact and You see in the conversation?</i> (Edson) <i>Why does he add these?</i> (Because it's surprising that he's Brazilian, but his grandparents are also from Berlin; so he has dual citizenship.) □□ <i>Who says by the way?</i> (Hans) <i>Why does he say this?</i> (He's changing the topic to talk about jobs.) <i>Who says fit in?</i> (Edson)	1. They are from Leipzig, Germany. 2. His family has been in the western part of Germany since soon after the reunification. 3. No, he hasn't. 4. He's allowed to work legally in Germany because his grandparents were from Germany. 5. No, he isn't. He is happy in Germany.
3- Students should be able to speak fluently.		□□Have students work with their partner to practice these phrases. Tell them to talk about a topic from the unit, and have the partner interrupt and change the topic using <i>by the way</i> .	Speaking
4- Students should be able to understand and comprehend the passage and deduce the questions and answers.		□□Have students work with a partner to ask and answer the questions. □□Call on one student to ask a question of another student. The student who answers then asks the next question of a different student.	Students fill in the table.

<b>New Vocabulary</b>	In fact, You see = expressions used to add information, often surprising information By the way = expression used to introduce a new topic fit in = be part of
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Teacher .....

Headmaster .....



<b>Unit</b>	( 1 )	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	( 9 )		<b>Grade</b>	

<b>Revision</b>	5 Min.	Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.
<b>Introduction</b>	5 Min.	

Specific objective	Materials	Procedure and Activities	Evaluation
1-Pupils should be interested in the lesson.	Pupil's Book.  Work Book.  Work Sheets.  Board	<input type="checkbox"/> <input type="checkbox"/> Have students look at the title and the pictures. Ask the <b>Before Reading</b> question. Then ask: <i>Who has heard of Rip Van Winkle? <u>who Rip Van Winkle was.</u></i>	Discussion.
2- Students should be able to write clearly.		Paragraph 1 <i>Who was Washington Irving?</i> (an American writer) <i>Where did Rip Van Winkle live?</i> (New York) <i>What happened to him?</i> (He slept for 20 years.) <i>How had his country changed in 20 years?</i> (It had become the United States).	A 1. a 2. c 3. c 4. b 5. c 6. b
3- Students should be able to speak fluently.		Paragraph 2 <i>Who was Kathrin Sass?</i> (an East German woman in the movie <i>Goodbye Lenin</i> ) <i>What happened to her?</i> (She went into a coma before the fall of the Berlin Wall and awoke when it was down.) <i>What did her son do?</i> (He pretended nothing had changed.)  Paragraph 3 <i>Is her story true?</i> (no) <i>How do you know?</i> (the first line in the third paragraph: <i>However, ...the story of Jan...not from a work of fiction....</i> ) <i>What happened to Jan Grzebski?</i> (He was hit by a train and went into a coma.) <i>How long was he in a coma?</i> (19 years)	B <i>Answers will vary. Sample answers:</i> 1. lose consciousness 2. a large number of different products 3. makes someone feel dizzy

		<p>Paragraph 4</p> <p><i>How was Poland different?</i> (There were many more goods.)</p> <p><i>Why does he think it's strange that people are complaining?</i> (They have so much more than before.)</p> <p><i>Who helped him survive?</i> (Jan's wife)</p> <p><i>How many children and grandchildren does he have?</i> (4 children and 11 grandchildren)</p>	
4- Students should be able to understand and comprehend what they see or read.			Comprehension..

New Vocabulary	
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Teacher .....

Headmaster .....

<b>Unit</b>	( 1 )	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	( 10 )		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	<b>Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.</b>
<b>Introduction</b>	<b>5 Min.</b>	

Specific objective	Materials	Procedure and Activities	Evaluation
1-Pupils should be able to work together.	Pupil's Book.  Work Book.  Work Sheets.   		

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....

<b>Unit</b>	<b>( 1 )</b>	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	<b>( 11 )</b>		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	<b>Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.</b>
<b>Introduction</b>	<b>5 Min.</b>	

<b>Specific objective</b>	<b>Materials</b>	<b>Procedure and Activities</b>	<b>Evaluation</b>
1-Pupils should be interested in the lesson.	Pupil's Book. Work Book. Work Sheets. Board	<input type="checkbox"/> Have them interview each other in small groups to find out. Encourage them to find out as much as they can about the person, where he/she lives, what he/she does, if he/she has a family, how many children and so on. Tell them to make notes as they interview each other. Circulate and monitor participation. <input type="checkbox"/> Have students change groups in order to interview as many people as possible.	Discussion.
2- Students should be able to comprehend what they hear.		<input type="checkbox"/> Set a deadline and tell the class when they will have to present the information they obtained from the interview.	students fill in the chart.
3- Students should be able to Write properly.		<input type="checkbox"/> Choose the most effective interviews. <input type="checkbox"/> Follow up: Ask students to write out their interviews as best they can. Encourage them to use the Conversation as an example	Writing.

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....

<b>Unit</b>	<b>( 1 )</b>	<b>Big Changes</b>	<b>Date</b>	/ / 1433
<b>Lesson</b>	<b>( 12 )</b>		<b>Grade</b>	

<b>Revision</b>	<b>5 Min.</b>	Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.
<b>Introduction</b>	<b>5 Min.</b>	

<b>Specific objective</b>	<b>Materials</b>	<b>Procedure and Activities</b>	<b>Evaluation</b>
1-Pupils should be interested in the lesson.	<b>Pupil's Book.</b>  <b>Work Book.</b>  <b>Work Sheets.</b>  <b>Board</b>	Write some questions on the board to help them, for example: <input type="checkbox"/> <b>What was the unit about? Which stories/ information do you remember best?</b> <input type="checkbox"/> <b>Which words and phrases do you remember? Which part of the unit did you dislike? Why? Did you like any part of the unit? Which?</b>	Discussion.
2- Students should be able to comprehend what they hear.		Explain to students the importance of thinking back on what they have done and evaluating their progress themselves. Tell them that this is not a test but an opportunity for them to go through the whole unit, think about what they have done and decide what they have learnt, what they remember, what they have found more or less difficult.	Speaking.
3- Students should be able to write properly.		<input type="checkbox"/> Read the self reflection table with the class and have volunteers suggest answers as examples	Writing.
4- Students should be able to work together.		<input type="checkbox"/> Have students open their books and check through the unit as they complete the table. Circulate and monitor; help when necessary.	Writing..

<b>New Vocabulary</b>	
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Teacher .....

Headmaster .....