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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 1 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** |  |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | . **􀁺􀀃Write on the board: *my + self* and *your +self*. Explain**  **that these are refl exive pronouns. We use them when**  **the subject and the object are the same. For example,**  **write on the board:**  ***She hurt me.***  ***She hurt herself.***  **Explain that in the fi rst sentence, *she* is the subject**  **and *me* is the object. There are two people. In the**  **second sentence there is only one person. The**  **subject and the object are the same person.**  **􀁺􀀃To check understanding, write on the board:**  ***\_\_\_ cut himself.***  ***\_\_\_ told herself to stay calm.***  ***\_\_\_ often stress themselves out over exams.*** | Discussion. |
| 2- Students should be able to comprehend what they see or read. | **Ask students to fi ll in each blank with a subject**  **pronoun (*I, you, he, she, it, we, they*).**  **􀀻)) Play the audio again and have students underline**  **the refl exive pronouns.**  **􀀻)) Play the audio again and have students follow along**  **in their books.**  **􀁺􀀃Discuss how accidents can be prevented. For example,**  **say: *If you use a helmet, you won’t hurt your head.***  **􀁺􀀃Write the following examples on the board. Ask students**  **to practice conversations like these in pairs**. |  |
| 3- Students should be able to read fluently. | . **􀁺􀀃Have students look at the pictures on page 56 and**  **describe what they see in each. Elicit that each picture**  **shows someone who either has been injured or is**  **participating in an activity which might cause injury.**  **Ask: *What do you think the topic is?* (ways that**  **people hurt themselves)**  **􀁺􀀃Ask students which accidents in the pictures they**  **think are the most common.**  **􀀻)) Play the audio for the pictures on page 56, and have**  **students point to the person who is speaking.** | Discussion. |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 2 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** |  |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1- Students should be able to comprehend what they see and hear. | Pupil's Book.  Work Book.  Work Sheets.  Board | Play the audio. Ask students to listen  and repeat. |  |
| 2.Student should be able to speak fluently | **Play the audio and ask students to repeat. Model the**  **examples with volunteers.**  **A**  **􀁺􀀃Have students ask and answer questions about the**  **people in the pictures.**  **B**  **􀁺􀀃Have students share real accidents or injuries they**  **have had. Make sure they switch roles.**  **􀁺􀀃Monitor as pairs practice. Then call on several pairs to**  **present for the class.** | **Have students work alone or in pairs to list the verbs**  **that refer to injuries**.  **􀁺􀀃Then call on one student to read each statement and**  **have the class say if it is *true* or *false*.**  **1. true 2. false 3. false 4. true 5. true** |
| 3.Do The true or false exercise | **Assign page 39 for practice with the vocabulary of**  **the unit.** |  |
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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 3 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** |  |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | **.** **Read the Most Common Causes of Automobile Crashes again.**  **Find examples of: self/selves; because/so; neither/so.**  **Think of how each one is used.** | B  **􀁺􀀃Have students work individually to complete**  **the sentences.**  **􀁺􀀃To check answers, call on students to read their**  **completed sentences for the class** |
| 2- Students should be able to make present perfect sentences. | **􀁺􀀃Go over the material in the grammar chart for**  **refl exive pronouns. Explain to students an easy way**  **to remember refl exive pronouns is that each one is**  **formed by adding -*self* to the singular pronouns *my*,**  ***your, him, her,* and *it,* and -*selves* to the plural pronouns**  ***your, our,* and *them*.**  **􀁺􀀃Direct students’ attention to the Note. Explain that**  **when we use a refl exive pronoun with this meaning,**  **it means the same as *alone* or *independently* and is**  **added for emphasis. In other words, it’s grammatically**  **correct to say I *fi xed the hairdryer*, but adding *myself***  **points out it was done without help.**  **􀁺􀀃Write sentence frames such as the following on the**  **board, and have students fi ll in each blank with the**  **correct refl exive pronoun.** | **1. herself**  **2. yourself**  **3. myself**  **4. himself**  **5. themselves**  **6. ourselves** |
| 3- Students should be able to to differentiate between adjective and verb. | ***. Because* versus *So***  **􀁺􀀃Go over the material in the grammar chart.**  **􀁺􀀃Explain that one way to remember the diff erence**  **between *because* and *so* is to remember that**  ***because* refers to a cause and *so* refers to an eff ect.**  **􀁺􀀃Write sentence frames such as the following on the**  **board, and call on a volunteer to complete each**  **sentence. More than one completion is possible** | d􀀃**Have students work alone to write their answers.**  **Then have students work in pairs to take turns**  **reading a statement and showing agreement**.  1. Neither have I. 6. So am I.  2. So do I. 7. So do I.  3. So did I. 8. So did I.  4. Neither did I. 9. Neither am I.  5. Neither do I.  **􀀃Have students work individually to complete**  **the sentences.**  **􀁺􀀃To check answers, call on students to read their**  **completed sentences aloud** |
|  |  | **1. so 4. so**  **2. because 5. because**  **3. because 6. so**  . |

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| **New Vocabulary** |  |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 4 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should know what *used to* means. | Pupil's Book.  Work Book.  Work Sheets.  Board | **􀁺􀀃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.**  **􀁺􀀃Before students begin, check understanding of**  **the terms *grew up* and *family background*. Quickly**  **review terms for relatives, such as *aunt*, *uncle*,**  ***cousins*, and *grandparents*.** |  |
| 2- Students should be able to speak freely and fluently. | **􀁺􀀃Brainstorm together some questions they might**  **use for *Your idea*. Write their ideas on the board.**  **􀁺􀀃Circulate and monitor students.** | Listening. |
| 3- Students should be able to Listen and comprehend what they hear. | **􀁺􀀃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. |  |  |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | **5 Listening**  . 􀁺􀀃**Tell students they will hear a child psychologist talk**  **about household dangers for children. Ask volunteers**  **to read aloud the items in the chart. Explain that only**  **some of these items will be mentioned.**  **􀁺􀀃Explain that when listening for specific information,**  **it is also important to understand the general idea**  **of the listening passage. The purpose of the listening**  **activity is to enhance listening skills, not to allow**  **students to listen for only some of the details and fail**  **to absorb the main ideas**. | **r**Draw the chart on the board. Call on students to fill  in the information’**s** |
| 2- Students should be able to comprehend what they listen. | **.􀀻)) Play the audio and have students mark their**  **answers. Point out that in some cases the word in**  **the chart isn’t mentioned but a synonym is.**  **􀀻)) Play the audio again and have students check their**  **answers. Ask which items they marked.** | *\***Answers**  **pills, stove, sockets, pots and pans, windows, superheroes** |
| 3- Students should be able to speak fluently. |  | Discussion. |
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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | **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. | **Play the audio once for students to just listen.**  **Play it again for them to repeat the sentences.** | Reading |
| 3- Students should be able to speak fluently. | **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. |  | Students answer the questions Correctly. |

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| **New Vocabulary** |  |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 8 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **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: ***What do you***  ***think this conversation will be about?*** | Discussion. |
| 2- Students should be able to read and write. | **􀀻)) Play the audio while students listen and**  **follow along in their books.**  **􀁺􀀃Ask students to underline the verbs and verb**  **phrases in the conversation. Then tell them to**  **pay attention to the sequence of events. Say:**  ***What happened to Samir fi rst? Then what***  ***happened? How about Jasem?***  **􀀻)) Play the audio again while students**  **reread silently** | **Answers**  ***Answers will vary. Sample answers****:* |
| 3- Students should be able to speak fluently. | **About the Conversation**  **􀁺􀀃Tell students to work alone to answer the questions.**  **􀁺􀀃Have students check answers fi rst in small groups,**  **and then as a class** | Speaking |
| 4- Students should be able to answer the questions and answers. | **􀁺􀀃Have students work with a partner to ask and answer**  **the questions.** | Students fill in the table. |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 9 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | **􀁺􀀃Have students look at the title and the pictures. Ask**  **the Before Reading question.** | Discussion. |
| 2- Students should be able to write clearly. | **􀁺􀀃Ask students to read the title and subheads of the**  **reading. Have them predict what the reading is**  **about and tell you how it is organized.**  **􀁺􀀃Ask the Before Reading questions and have students**  **work individually. Call on students to read their**  **answers.**  **􀀻)) Play the audio while students listen with their books**  **closed.**  **􀁺􀀃Have students open their books and scan the reading**  **to fi nd any words and expressions that are new to**  **them. Elicit and write them on the board. Do not**  **explain them, but use them in sentences and have**  **students guess the meanings.** | **After Reading**  **A**  **􀁺􀀃Have students work alone to choose the correct**  **meaning of each word as it is used in the reading.**  **􀁺􀀃Check answers as a class**.  **Answers**  **1. d 2. e 3. f 4. b 5. a 6. c** |
| 3- Students should be able to speak fluently. | **Discussion**  **􀁺􀀃Have students work in groups to discuss**  **the questions.**  **􀁺􀀃Call on each group to report to the class their answer**  **to one of the discussion questions** | **B**  **􀁺􀀃Have students work alone to complete the sentences.**  **􀁺􀀃Call on students to read their answers.**  **Answers**  ***Answers will vary. Sample answers*** |
| 4- Students should be able to understand and comprehend what they see or read. | **\Assign pages 44-45 for additional writing practice at word**  **and sentence level**. | Comprehension.. |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 10 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be able to work together. | Pupil's Book.  Work Book.  Work Sheets.  Board | **A. Think about and discuss.**  **1. How many people drive in your family? How do you feel about driving?**  **2. What kind of car would you like to drive? Why?**  **3. Which age group causes more accidents: teenagers, people over 25, people over 60? Why?**  **Compare with a partner. Discuss in class.** | Discussion. |
| 2- Students should be able to Write properly. | 􀁺 **B. Read the text and highlight the words and/or phrases that give information about:**  **THE ACCIDENT**  **What happened: Who caused it:**  **When it happened: Who it happened to:**  **Where it happened: Why it happened:**  **How it happened:**  **Write the words and/or phrases next to the headings.**  **Now cover the text and use your notes to summarize the accident in your own words** | Writing. |
| 3- Students should be able to write . | **A**  **􀁺 Ask students if they have ever witnessed an accident**  **or been in one. Elicit answers from the class. Discuss**  **why accidents happen and how they feel when they**  **are driving or are being driven along a road with**  **heavy traffi c and speeding cars.**  **􀁺 Read the directions with the class. Have students**  **answer individually and make notes of their answers.**  **Ask them to compare with a partner.**  **􀁺 Call on students to report their answers for the class.**  **􀁺 Have students focus on 3 and discuss with a partner.**  **Ask them to provide reasons for their answer**. | . |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 11 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | 􀁺 􀁺 **Organize students in groups and have them**  **brainstorm on accidents in their country. Suggest**  **that they think about accidents on the news, in**  **newspapers, on the internet or accidents that they**  **have heard people talk about. Ask them questions**  **such as these:**  **Are accidents common news items on television?**  **Is there always reference to one or more accidents**  **in every broadcast?**  **Which accidents are more common; accidents in**  **the home, at the workplace or on the road?**  **􀁺 Give groups some time (approximately 6 to 10**  **minutes) to discuss. Remind them to assign tasks to**  **diff erent group members and to make sure there is at**  **least one person making notes**. |  |
| 2- Students should be able to comprehend what they hear. | 􀁺 **Call on a student from each group to report the**  **group’s ideas for the class. Encourage the class to**  **comment, respond or challenge what is said. Remind**  **them to give reasons that support their ideas.**  **􀁺 Direct students to the picture and the blue box at**  **the top of the Project page. Have them read the**  **information in the box and comment. Ask them**  **questions. For example:**  **Did you know that so many people died in road**  **accidents?**  **Where do you think most accidents happen?**  **Are they caused by younger or older drivers?**  **Why do you think so many accidents happen in**  **your country?**  **Discuss answers in class.**  **􀁺 Read the directions with the class. Explain that they**  **can use diff erent sources of information or talk to**  **people they know.**  **􀁺 Have students study the charts and suggest examples** | students fill in the chart. |
| 3- Students should be able to Write properly. | 􀁺 **Choose the most effective interviews.**  **􀁺 Follow up: Ask students to write out their interviews**  **as best they can. Encourage them to use the**  **Conversation as an example** | Writing. |

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| ***Unit*** | ***( 5 )*** | ***Did you hurt your self ?*** | ***Date*** | ***/ / 1433*** |
| ***Lesson*** | ***( 12 )*** | ***Grade*** |  |

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| ***Revision*** | **5 Min.** | **Ask the student a few questions about the previous lesson and hear their responses. Correct their mistakes.** |
| ***Introduction*** | **5 Min.** |  |

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| **Specific objective** | **Materials** | **Procedure and Activities** | **Evaluation** |
| 1-Pupils should be interested in the lesson. | Pupil's Book.  Work Book.  Work Sheets.  Board | 􀁺 **Write ‘Did you hurt yourself’ on the board and elicit**  **as many ideas and words as possible from the class.**  **List the words on the board. Ask students to say what**  **they associate the question with? (accidents in the**  **home, at work, on the road etc.)**  **􀁺 Have students scan pages 56 and 57. Ask them to**  **think about things they liked and things they disliked**  **about this part of the unit. Use questions to help**  **them remember. For example:**  **How do most common home accidents happen?**  **What are they caused by?**  **What are some of the most common causes of**  **automobile crashes?** | Discussion. |
| 2- Students should be able to comprehend what they hear. | . 􀁺 **Give students time to make notes about likes and**  **dislikes and easy or diffi cult items in the section.**  **􀁺 Before directing students to pages 58, 59, ask them**  **some questions. For example:**  **Complete these sentences:**  **Most home accidents happen because …**  **The road was wet so …**  **You should never use a very sharp knife, you**  **might hurt …**  **A: I’m a good student. B: So …**  **A: I don’t like… B: Neither …**  **Have volunteers answer the questions. Elicit more**  **questions and answers from pairs of students after**  **you give them a couple of minutes to think**. | Speaking. |
| 3- Students should be able to write properly. | 􀁺 􀁺 Discuss the grammar of the unit with the class. Call on  volunteers to say if they found it easy or diffi cult and  give reasons.  􀁺 Have students make notes in the Self Refl ection chart.  Ask them to focus on likes, dislikes and easy or diffi cult  items.  􀁺 Direct students to pages 60, 61. Call on volunteers  to say what the context is in this lesson, for example:  **common accidents**  **􀁺 Have students say what they remember from this**  **section and make notes in the chart.**  **􀁺 Write Unusual Accidents and Deaths on the board**  **and brainstorm on language and information that**  **students remember. Call on volunteers to list as much**  **as possible on the board**. | Writing. |
| 4- Students should be able to work together. | 􀁺Have students fi ll out the checklist alone and write  their fi ve favorite words. Ask them to move around  the classroom and compare their notes with as many  of their classmates as possible.  􀁺 Discuss areas that students feel they need more work  on and make suggestions. Check to make sure that  they have chosen the appropriate suggestion from  the last column in order to deal with diffi culties  . | Writing.. |

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| **New Vocabulary** |  |

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