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| ***Unit*** | ***( 1 )*** | **Big Changes** | ***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 | 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: What is each photo of? (Spacecraft; people  climbing the Berlin Wall; the European Union flag  What was the Space Race? (a race to see who could  land on the moon first)  What countries were involved? (the United States  and the Soviet Union)  What was the Berlin Wall? (a wall between East and  West Germany)  Why was the fall of it important? (The Cold War  Ended; Germans were free to move about.)  What is the EU? (Countries in Europe between which  People can move, work, and travel freely.)  How do you think satellites created a  Communications revolution? (Signals could be  Transmitted very quickly.) |  |
| 3- Students should be able to read fluently. | Play the audio as students listen only.  ***When was Sputnik I launched?*** (October 4, 1957)  ***What was significant about Sultan Salman Abdul-***  ***Aziz Al-Saud?*** (He was the youngest person to fl y on  the space shuttle at the age of 28)  ***Why was Apollo 11 important?*** (U.S. won the race)  ***What happened on November 9, 1989?*** (The Berlin  Wall was torn down.)  ***When was the European Union formed?***  (November 1, 1993)  ***What happened on January 1, 2002?*** (The Euro  became the currency.)  ***What was Telstar?*** (the first communications satellite) | Discussion. |
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| ***Unit*** | ***( 1 )*** | **Big Changes** | ***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 | 􀁺Direct students’ attention to page 3. Read the title  aloud: ***Global Issues***. 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.  􀁺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. | 􀁺􀀃Have students work individually to complete  the activity.  􀁺􀀃Have students check answers in pairs. Then, check  answers as a class.  **Answers** | **1.** c  **2.** b  **3.** d  **4.** a |
| 3- Students should be able to differentiate between Although, Even though and In spite of. | **B**  􀁺􀀃Read the directions. Tell students to mark their  answers, and then to change the false statements  to make them true.  􀁺􀀃Have students work individually to complete  the activity.  􀁺􀀃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. |  |  |

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| **New Vocabulary** |  |

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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 | **Simple Present Tense:**  􀁺􀀃Write the following sentences on the board and  underline the simple present verbs. Call on students  to complete the sentences with real information.  ***School* starts *at \_\_\_\_\_\_.***  ***Our English class* is *on \_\_\_\_\_\_.***  ***We* don’t have *school on Saturday or \_\_\_\_\_\_.***  ***School* gets out *at \_\_\_\_\_\_.***  􀁺􀀃Call on volunteers to make other true statements  about school or your class. For example: ***We have***  ***homework every day. We have a quiz on Fridays.*** | **A**  A Have students work alone to complete the sentences.  **1.** is living / ‘s living  **2.** is boiling  **3.** do not understand / don’t understand  **4.** Does it snow  **5.** goes  **6.** do you think  **7.** is increasing  **8.** do not remember / don’t remember  **9.** does not use / doesn’t use  **1 0.** is not working / ’s not working / isn’t working |
| 2- Students should be able to comprehend what they read. | **Simple Present versus**  **Present Progressive:**  the progressive is used mainly for two reasons—  to express that something is happening right now,  or that something happening now is temporary.  ***The sun* shines *most days. Today it* isn’t shining*.***  ***It’s cloudy.***  ***He* talks *quietly. He* is talking *to his friend now.***  ***His family* lives *in Colombia. His brother* is living *in***  ***New York now for college.*** | **B 1.** are not working / aren’t working  **2.** is  **3.** live  **4.** help  **5.** meet  **6.** was  **7.** arrived  **8.** got  **9.** have  **10.** is  **11.** have not seen / haven’t seen  **12.** are swimming / ’re swimming  **13.** am wearing / ’m wearing  **14.** applied  **15.** knew  **16.** was  **17.** wanted  **18.** like  **19.** miss  **20.** feel |
| 3- Students should be able to speak fluently. | **Simple Past versus Present Perfect**  􀁺􀀃Explain when the simple past and the present perfect  are used, emphasizing the differences.  􀁺􀀃Write these sentences on the board:  ***They lived in L.A. for three years.*** (They don’t live  there now.)  ***They have lived in L.A. for three years.*** (They still  live there.)  ***They read two books about the Space Race.***  (They’re finished.)  ***They have read two books about the Space Race.***  (As of now they have read two books, but they may  read more.)  􀁺􀀃Elicit examples from students. For example:  ***We studied \_\_\_\_\_\_ last week.***  ***We have studied \_\_\_\_\_\_ so far this week.*** | *C Answers will vary. A sample answer:*  **A:** Have you ever eaten fi sh and chips?  **B:** Yes, I have.  **A:** Do you like it?  **B:** Yes, I do.  **A:** Do you eat it often?  **B:** Yes, I do. It’s cheap. |
| 4- Students should be able to understand and comprehend the passage and deduce the questions and answers. |  | Students answer the questions Correctly. |

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

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| ***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.** | **a – introduce the unit .**  **b- Write the topic , skim the unit and read the objectives on page 6.** |

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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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| **New Vocabulary** |  |

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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**  􀁺􀀃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:  ***Where did people emigrate from?***  ***Why did they immigrate?***  ***What was at Ellis Island?***  ***How do you think people felt when they saw the***  ***Statue of Liberty?***  ***Not everyone was allowed to enter the U.S. Why do***  ***you think they wouldn’t let some people enter?*** | **Answers**  **1.** true **3.** true **5.** true  **2.** false **4.** false **6.** true |
| 2- Students should be able to comprehend what they read. | 􀀻)) Play the audio as students listen. Check general  understanding by repeating the first three questions  above. Have students read the questions.  􀀻)) Play the audio again. Have students mark their  answers. Play the audio a third time for students to  check their answers.  􀁺􀀃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. |
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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. |  | 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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| ***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. | Ask: ***Who says* in fact *and* You see *in the***  ***conversation?*** (Edson) ***Why does he add these?***  (Because it’s surprising that he’s Brazilian, but his  grandparents are also from Berlin; so he has  dual citizenship.)  􀁺􀀃***Who says* by the way?** (Hans) ***Why does he say***  ***this?*** (He’s changing the topic to talk about jobs.) ***Who***  ***says* fit in?** (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 *by the way*. | 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. |

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| **New Vocabulary** | 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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| ***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. Then ask: ***Who has***  ***heard of Rip Van Winkle?*** **who Rip**  **Van Winkle was.** | Discussion. |
| 2- Students should be able to write clearly. | Paragraph 1  ***Who was Washington Irving?*** (an American writer)  ***Where did Rip Van Winkle live?*** (New York)  ***What happened to him?*** (He slept for 20 years.)  ***How had his country changed in 20 years?***  (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  ***Who was Kathrin Sass?*** (an East German woman  in the movie *Goodbye Lenin*)  ***What happened to her?*** (She went into a coma  before the fall of the Berlin Wall and awoke when  it was down.)  ***What did her son do?*** (He pretended nothing  had changed.)  Paragraph 3  ***Is her story true?*** (no)  ***How do you know?*** (the fi rst line in the third  paragraph: *However,…the story of Jan…not from*  *a work of fiction….*)  ***What happened to Jan Grzebski?*** (He was hit by  a train and went into a coma.)  ***How long was he in a coma?*** (19 years)  Paragraph 4  ***How was Poland different?*** (There were many  more goods.)  ***Why does he think it’s strange that people***  ***are complaining?*** (They have so much more  than before.)  ***Who helped him survive?*** (Jan’s wife)  ***How many children and grandchildren does***  ***he have?*** (4 children and 11 grandchildren) | **B**  *Answers will vary. Sample answers:*  **1.** lose consciousness  **2.** a large number of different products  **3.** makes someone feel dizzy |
| 4- Students should be able to understand and comprehend what they see or read. |  | Comprehension.. |

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| ***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 | Have students work in small groups and try to  remember as much as they can about the stories  in the Reading. Give the students a few minutes to  look at their notes and the pictures in their books to  collect their thoughts. | Discussion. |
| 2- Students should be able to Write properly. | Ask students to open their books on page 8, read the  stories and make notes. Have them work individually.  Then divide them into pairs or groups and ask them  to compare/combine notes. | Writing. |
| 3- Students should be able to write . | Have groups exchange and compare notes. After a  few minutes, call on one student from each group  to summarize their conclusions/ information |  |
| 4- Students should be able to exercise writing using capitals | **Rewrite using capitals:**  􀁺 Read the directions. Suggest to students that they  use the guidelines in the Writing Corner if they are  not sure. Have students work individually to rewrite  the sentences.  􀁺 Have students check answers in pairs. Then, check  answers as a class. Ask them to say why they  capitalized | **B**  Rewrite using capitals.  **1.** 1. Jack decided to fly to New York next Monday.  **2.** My brother has never been to Dubai.  **3.** Riyadh is the capital of Saudi Arabia.  **4.** The telephone was invented by Graham Bell.  **5.** Africa is an amazing continent.  **6.** We usually go shopping on Thursday evening.  **7.** A lot of people go away in August.  **8.** Lake Van, in central Turkey, is one of the largest lakes I have ever  seen. |

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| **New Vocabulary** |  |

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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 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.  􀁺 Have students change groups in order to interview as  many people as possible. | Discussion. |
| 2- Students should be able to comprehend what they hear. | 􀁺 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. | 􀁺 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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| ***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 some questions on the board to help them, for  example:  􀁺 **What was the unit about? Which stories/**  **information do you remember best?**  􀁺 **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?** | 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. | 􀁺 Read the self reflection table with the class and have  volunteers suggest answers as examples | Writing. |
| 4- Students should be able to work together. | 􀁺 Have students open their books and check through  the unit as they complete the table. Circulate and  monitor; help when necessary. | Writing.. |

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