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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; peopleclimbing the Berlin Wall; the European Union flagWhat was the Space Race? (a race to see who couldland on the moon first)What countries were involved? (the United Statesand the Soviet Union)What was the Berlin Wall? (a wall between East andWest Germany)Why was the fall of it important? (The Cold WarEnded; Germans were free to move about.)What is the EU? (Countries in Europe between whichPeople can move, work, and travel freely.)How do you think satellites created aCommunications revolution? (Signals could beTransmitted 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 onthe space shuttle at the age of 28)***Why was Apollo 11 important?*** (U.S. won the race)***What happened on November 9, 1989?*** (The BerlinWall was torn down.)***When was the European Union formed?***(November 1, 1993)***What happened on January 1, 2002?*** (The Eurobecame 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 titlealoud: ***Global Issues***. Ask students to look at thepictures and describe what they see, either in pairsor as a class. Play the audio for the list of global issues. Havestudents listen and follow along.􀁺Tell students to scan the list of global issues, and toask about any unfamiliar words.  |  |
| 2- Students should be able to the Gerund and the Noun and the verb. | 􀁺􀀃Have students work individually to completethe activity.􀁺􀀃Have students check answers in pairs. Then, checkanswers 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 theiranswers, and then to change the false statementsto make them true.􀁺􀀃Have students work individually to completethe 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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| ***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 | **Simple Present Tense:**􀁺􀀃Write the following sentences on the board andunderline the simple present verbs. Call on studentsto 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 statementsabout 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 perfectare used, emphasizing the differences.􀁺􀀃Write these sentences on the board:***They lived in L.A. for three years.*** (They don’t livethere now.)***They have lived in L.A. for three years.*** (They stilllive 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 mayread 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 noton campus |

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| ***Unit*** | ***( 1 )*** | **Big Changes** | ***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.** | **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 intopairs. Remind them to take notes as they listen totheir partners’ answers. They will need the notes laterwhen they introduce their partner to the class.􀁺􀀃Before students begin, check understanding ofthe terms *grew up* and *family background*. Quicklyreview 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 mightuse 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 theirpartners. Presenting in groups first providesadditional speaking practice. Then call on studentsto 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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| ***Lesson*** | ***( 5 )*** | ***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 | **5 Listening**􀁺􀀃Direct students’ attention to the photo. Ask them todescribe what they see. To activate prior knowledgeand help students predict what they will hear, askquestions. 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 generalunderstanding by repeating the first three questionsabove. Have students read the questions.􀀻)) Play the audio again. Have students mark theiranswers. Play the audio a third time for students tocheck their answers.􀁺􀀃Call on students for the answers. Ask them to correctthe false statements to make them true. |  |
| 3- Students should be able to speak fluently. |  | Discussion. |
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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 | **A.**􀀃 Explain that in English, we stress important wordsin a sentence.􀀻)) Play the audio for students to just listen.Play it again for students to repeat the sentenceswith 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 discussthe question, circulate, monitor, and give assistancewhere 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 hisgrandparents are also from Berlin; so he hasdual 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 practicethese phrases. Tell them to talk about a topic from theunit, and have the partner interrupt and change thetopic 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 answerthe questions.􀁺􀀃Call on one student to ask a question of anotherstudent. The student who answers then asks the nextquestion 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 informationBy the way = expression used to introduce a new topicfit in = be part of |

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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. Askthe **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 womanin the movie *Goodbye Lenin*)***What happened to her?*** (She went into a comabefore the fall of the Berlin Wall and awoke whenit was down.)***What did her son do?*** (He pretended nothinghad changed.)Paragraph 3***Is her story true?*** (no)***How do you know?*** (the fi rst line in the thirdparagraph: *However,…the story of Jan…not from**a work of fiction….*)***What happened to Jan Grzebski?*** (He was hit bya train and went into a coma.)***How long was he in a coma?*** (19 years)Paragraph 4***How was Poland different?*** (There were manymore goods.)***Why does he think it’s strange that people******are complaining?*** (They have so much morethan 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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| **New Vocabulary** |  |

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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 toremember as much as they can about the storiesin the Reading. Give the students a few minutes tolook at their notes and the pictures in their books tocollect their thoughts. | Discussion. |
| 2- Students should be able to Write properly. | Ask students to open their books on page 8, read thestories and make notes. Have them work individually.Then divide them into pairs or groups and ask themto compare/combine notes. | Writing. |
| 3- Students should be able to write . | Have groups exchange and compare notes. After afew minutes, call on one student from each groupto summarize their conclusions/ information |  |
| 4- Students should be able to exercise writing using capitals | **Rewrite using capitals:**􀁺 Read the directions. Suggest to students that theyuse the guidelines in the Writing Corner if they arenot sure. Have students work individually to rewritethe sentences.􀁺 Have students check answers in pairs. Then, checkanswers as a class. Ask them to say why theycapitalized | **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 everseen. |

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| **New Vocabulary** |  |

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| ***Unit*** | ***( 1 )*** | **Big Changes** | ***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 | 􀁺 Have them interview each other in small groups tofind out. Encourage them to find out as much as theycan about the person, where he/she lives, what he/she does, if he/she has a family, how many childrenand so on. Tell them to make notes as they intervieweach other. Circulate and monitor participation.􀁺 Have students change groups in order to interview asmany people as possible. | Discussion. |
| 2- Students should be able to comprehend what they hear. | 􀁺 Set a deadline and tell the class when they will haveto present the information they obtained from theinterview. | 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 interviewsas best they can. Encourage them to use theConversation as an example | Writing. |

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| **New Vocabulary** |  |

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| ***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 some questions on the board to help them, forexample:􀁺 **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 thinkingback on what they have done and evaluating theirprogress themselves. Tell them that this is not a testbut an opportunity for them to go through thewhole unit, think about what they have done anddecide 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 havevolunteers suggest answers as examples | Writing. |
| 4- Students should be able to work together. | 􀁺 Have students open their books and check throughthe unit as they complete the table. Circulate andmonitor; help when necessary. | Writing.. |

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| **New Vocabulary** |  |

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