

No of Periods

Time: from to

Notes ملاحظات	Evaluation التقييم	Procedures الخطوات	Aims الأهداف
To be covered on	Who does Mrs Haifawi want to buy a gift for?	(1) CD / Pupil's Book As in TB (discussing pic and title, identifying new words, answering the questions, listening and reading)	Say new words correctly Answer gist questions
To be covered on	What dress do you wear? size / smart	(2) As in TB (recalling previous lesson, introducing new one, adding new words, listening and checking)	Practise new vocabulary. Read for information. Read aloud.
To be covered on	He is almost as tall as Ahmad is good at basketball	(3) Introducing the lesson Identifying the adj Understanding the rule Using the adj Reading sentences	understand grammar structure (comparatives) practise the structure use the language in personal opinions
To be covered on	What do you think these people are waiting for?	(4) Re-calling the previous lesson Introducing the new one Adding new words from activity (1) Answering the questions.	Say new vocabulary correctly Use vocabulary in context Listen for vocabulary Talk about personal likes
To be covered on	Why does Deema always try to look smart in her uniform?	(5) Re-calling the previous lesson Introducing the new one identifying new words from Answering the questions	re-call the previous lesson identify the new words Read for gist Read aloud
To be covered on	Why does Maria think it's important?	(6) Re-calling the previous lesson. Completing the table Asking answering questions	complete the table Read for detail Do the underlined words. Read aloud
To be covered on	I've found some gloves thick nice grey	(7) Re-calling the previous lesson Introducing the new. Distinguishing between the names. Completing the spaces. Making compounds.	Practise structure (adjectival order) Complete dialogue
To be covered on	Abdullah does not dress / comfortable / Bill	(8) Re-calling the previous lesson. Identifying the new words. Understanding the adj's and adv's. comparing between people and things.	Understand structure (adjectives and adverbs) Use structure Talking about personal situation
To be covered on	Tariq (work) (careful) Sadiq, but	(9) Re-calling the previous and Introducing the new one . Comparing between different	Practise the structure (comparatives of adverbs)

	he (not work) (careful) Ali	kinds of jackets. Comparing between Ali Tariq and Sadiq	
To be covered on	Listen and mark the word stress for each word. Repeat the words.	(10) distinguish between the shops. Listening to the conversation. Practicing the pronoun. Reading and acting	Listen for gist and detail Pronunciation practice
To be covered on	Ben : green t-shirt, he has blue eyes and short light brown hair Ann: not as tall as Ben. She has long light brown her	(11) Re-calling the previous and Introducing the new one. Listening to the cassette ex(1) practicing how to write quick notes. Using signs instead of words practicing how to write public an noun cement. Using the description to final the children and to know where the children are. Finishing the period appropriately.	Dictation How to write notes Write an announcement from notes
To be covered on	Describe and make up information about each child and write notes. Write the announcement.	(12) Re-calling the previous and Introducing the new one. Choosing the lost children. Acting out a conversation. Writing the public announcement. Finding the children.	Role play Write an announcement

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To be covered on	What are Adnan and Yasmeen going to do for their mother?	(1) Re-calling and introducing. Identifying the new words. Listening and repeating. Describing the picture. Listening to the conv. Asking and answering questions. Reading loudly.	Say new words correctly Answer gist questions
To be covered on	How much olive oil does she need? How much ice-cream are they going to get?	(2) Re-calling and introducing. Identifying the new words. Reading loudly then adding the new words. Listening and checking. Making a list of other things Adnan's list. Answering the questions.	Practise new vocabulary Read for information Read aloud
To be covered on	Are there any tomato? How much olive oil do you need?	(3) Re-calling and introducing. Reading and understanding the questions + answers. Distinguishing between count and uncountable nouns. Using some + any. Understanding and using how much / many. Dedicating shaping lists.	Understand grammar structure (countable / uncountable) Practise the structure Practise in pairs
To be covered on	But we also grow a lot to make Do you grow much h...ere in your country?	(4) Listening and repeating. Listening and Add new words. Doing tasks about countries. Finding countries on map. Writing the names of countries. Complete the text with words.	Say new vocabulary correctly Use vocabulary in context Find information and take notes
To be covered on	Canada produces a lot of wheat, but not as much as America does. T / F	(5) talking about the countries. Reading and doing the quiz. Reading and marking statements T/F. Listening and reading aloud. Synonyms/ opposites / pronouns	Finding information from different sources Read for detail Read aloud
To be covered on	<u>theirs</u> is green, not black. olives are <u>not part of the culture</u>	(6) Reading and completing notes. Answering the questions. Reading the quiz again and doing tasks. Making a list of food.	Write notes Find out more about a topic

To be covered on	We'll need some and butter with our soup.	(7) Completing the table. Distinguishing between countable and uncountable. Compound words. Completing the sentences.	Practise structure (countable/uncountable)
To be covered on	 Kuwait is a desert country. The climate there is bad for ... olive trees.	(8) Re-calling the previous sentences. Using definite and identify articles. Talking about things you like. using words from boxes to make statements.	Understand structure (determiners) Practise structure Give personal opinions
To be covered on	How much tomato paste would you like. I need fries.	(9) Re-calling previous lesson. Using how much / many / a / an / the. Completing statements. Adding a or an, some, the or nothing. Speaking practice.	Use structures in context
To be covered on	Look at the title. What do you think it means?	(10) Looking at poem and answer questions. Listening to poem. Finding things from poem. Talking about meanings of words. Reading out the poem	Study a poem Read aloud
To be covered on	Nouns can be countable/uncountable. The dictionary shows them as [C] or [U].	(11) Reading the information. Completing the text about Italian food. Adding the topic sentences. Changing the forms of nouns. Deciding what go with them: a/an	Dictation Use a dictionary Use knowledge to complete a text
To be covered on		(12) Talk about your favourite food and drink. Giving different jobs to different people. Reporting your plan to the class.	Make a plan Explain a plan

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To be covered on	Are there any tomato? How much olive oil do you need?	(3) Re-calling and introducing. Reading and understanding the questions + answers. Distinguishing between count and uncountable nouns. Using some + any. Understanding and using how much / many. Dedicating shaping lists.	Understand grammar structure (countable / uncountable) Practise the structure Practise in pairs
To be covered on	But we also grow a lot to make Do you grow much h...ere in your country?	(4) Listening and repeating. Listening and Add new words. Doing tasks about countries. Finding countries on map. Writing the names of countries. Complete the text with words.	Say new vocabulary correctly Use vocabulary in context Find information and take notes
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To be covered on	Who is the man on a horse in picture a, and what is happening?	(1) Re-calling and introducing. Identifying the new words. Listening and repeating. Describing the picture. Listening to the conv. Asking and answering questions.	Say new words correctly Answer gist questions
To be covered on	Now I can see the He's up high on his horse. (bride / groom)	(2) Re-calling and introducing. Dictate new words on the board. Reading loudly then adding the new words. Listening and checking. Answering the questions.	Practise new vocabulary Read for information Read aloud
To be covered on	(Yes,) I love to watch the DVD. (love/would love) - Tina / like another / sandwich	(3) Re-calling and introducing. Reading and understanding the examples using (love/ like). Understanding uses of (would like/love/prefer + infinitive). Make offers and give polite answers.	Understand grammar structure (would prefer/want to do) Practise the structure Use structure in context.
To be covered on	Oh, no! I've broken your plate! B Don't worry. I'm sure we can the pieces together again. (purpose/stick	(4) Listening and repeating. Listening and Add new words. Listen and Match speakers with pictures and countries. Describe the customs in the pictures. work in pairs.	Say new vocabulary correctly Use vocabulary in context Listen for gist
To be covered on	A groom in Spain gives his bride some money to show that he has a lot. T / F	(5) Talking about the weddings. Reading text about people celebrate weddings in a thousand different ways. Reading and marking statements T/F. Listening and reading aloud.	Read for information Read aloud
To be covered on	In Palestine, why do the bride and groom keep half of their wedding cake.	(6) Reading and Matching notes for customs 1 – 5 in the table. Asking and answering questions. Reading the passage again and do the tasks. Working in pairs. Describe customs in Palestine.	Read for detail Ask and answer questions Describe customs
To be covered on	way library dress	(7) Adding the plural forms ~es, ~ies or ~s of nouns from the text. Completing the table with	Practise structure (plurals)

	life lan	singular and plural words. Completing with singular and plural words of irregular pl. Completing the sentences. Use plural forms of words.	
To be covered on	They want to hide the bride from bad spirits, so they all wear the same dresses. (to)	(8) Reading the sentences. show the purpose of an action with to +infinitive or in order to + infinitive. Change the sentences. Use in order to instead of so. Match sentencing with to.	Practise the language structure (in order to/so) Use structures in context.
To be covered on	Say what you are going to do. Use these 'list' words. we're going to	(9) Do the tasks in order to plan a trip into town. Reading the information and follow the instructions. using the conversation frame.	Pair work – planning a trip
To be covered on	a Listen, everyone, we need to sit down and talk. b We need to write a list.	(10) Looking at the picture and do the tasks. Listening and do the tasks. answering questions. Matching 1–7 and a–g. Practicing pronunciation. Listening and underline silent consonants. repeating.	Listen for understanding Pronunciation practice
To be covered on	Oh is she the one in that beautiful traditional Palestinian dress?	(11) Understanding and using commas (7 rules). Adding commas. Using apostrophes (4 rules). Reading the information. Then find more examples in your book. Adding 12 apostrophes.	Dictation Understand punctuation Use punctuation
To be covered on	Copy and continue an email to your Unit 1 pen friend.	(12) Working in groups. Preparing for a wedding. Deciding what job each will do. Making statements about your jobs. Offering choices. Continuing an email. writing an email in notebooks.	Make a plan for an event Discuss plan Write an email

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To be covered on	What time of day is it, and where is she calling?	(1) Re-calling and introducing. Identifying the new words. Listening and repeating. Describing the picture. Listening to the conv. Asking and answering questions.	Say new words correctly Answer gist questions
To be covered on	That's right. I'm here to help the in Grades eleven and twelve. (student\ check)	(2) Re-calling and introducing. Dictate new words on the board. Reading loudly then adding the new words. Listening and checking. Answering the questions.	Practise new vocabulary Read for information Read aloud
To be covered on	I'm sorry to call Yasmeen in the evening like this. She says	(3) Re-calling and introducing. Reading and understanding the examples about reported speech. Understanding using the reporting verb. Pronouns that we usually change in the reported. Change statements into reported speech.	Understand grammar structure (reported speech) Practise the structure Use structure in context
To be covered on	Where did our earliest come from? Does anyone know? ancestors / discuss	(4) Listening and repeating. Listening and Adding new words. Listening and writing the country names for each student. country names for each student. Adding the meanings of the names.	Say new vocabulary correctly Use vocabulary in context Listen for gist
To be covered on	Lucy Paris is someone who will bring light into other people's lives. T / F	(5) Talking about the people's names. Reading the conversation. Checking answers and correcting the false ones. Listening and reading aloud.	Say new vocabulary correctly Use vocabulary in context Listen for gist
To be covered on	3 Line 24: your parents hope you'll bring light into people's lives and make them happy.	(6) Reading and completing the table. Asking and answering questions. Saying what the underlined words refer to. saying what the underlined words mean. Reading aloud.	Read for detail Pair work Discuss
To be covered on	Gomez Helen Ann \ 10/11/... / 200 0178	(7) Matching word pairs. Adding them to the personal details table. Reading the conversation and	Giving personal details Use a dictionary.

	751 Hill Road, Fairfax, CA 29971 Her full is, and her date	correct Yasmeen's personal details. Completing Rose Hill's answer. Matching the underlined words to meanings.	
To be covered on	Emma asks, 'How did our ancestors get their family names?' Emma asks,	(8) Reading the sentences. Understanding reporting direct questions, how word order changes, helping verb change, no helping verbs. Changing statements into reported questions. Taking turns to ask, reporting and answer questions.	Practise the language structure (reported speech) Use structures in context
To be covered on	Complete the telephone message. Who is the message for? Who is the message from?	(9) Copying the message form. working in pairs, and reading out the conversation. Writing reported statements. working alone, and completing the message. Writing reported questions.	Practise function (taking messages)
To be covered on	Listen. Practise writing down numbers and spellings.	(10) Copying the form. Then listening and completing it. Listen. Practise writing down numbers and spellings. Ticking/writing down the numbers / names / spellings that you hear. Practising your pronunciation: numbers and spellings.	Listen for understanding Pronunciation practice Read aloud
To be covered on		(11) Read formal letter and Answering these questions.	Dictation Understand features of formal letter
To be covered on		(12)	Make a plan for letter Write a letter