



Electronic English Language subject preparation Form

.....:The General Directorate of Education of

:School	Type: Basic Education/ Post Basic/ Private Schools
:Teacher	Year: 2024 - 2025

Scheme of work (6 periods/ week) semester one year 2024/2025 grade :Twelve

TIMING				Plan of work						Recorded of work					
Month	Week	Days		Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Sep 2022	1	4/9	8/9	Book distribution	Th e m e 1 i n t r o d u c t i o n	Unit 1	Unit 1	Unit 1	Unit 1						
	2	11/9	15/9	Unit 1	U n i t 2	Unit 2	Unit 2	Unit 2	Unit 2						
	3	18/9	22/9	Unit 3	U n i t 3	Unit 3	Unit 3	Unit 3	Reading Quiz						
	4	25/9	29/9	Unit 4	U n i t 4	Unit 4	Unit 4	Unit 5	Readig Quiz						
Oct 2022	5	2/10	6/10	Unit 5	U n i t 5	Unit 5	Prophet's Birthday	Across culture	Reading for pleasure						
	6	9/10	13/10	Writing Quiz	T h e m e 2 i n	Unit 1	Unit 1	Unit 1	Unit 1						

					t r o d u c t i o n											
	7	16/10	20/10	Unit 1	U n i t 2	Unit 2	Unit 2	Unit 2	Unit 2							
	8	23/10	27/10	Unit 3	U n i t 3	Unit 3	Unit 3	Unit 3	Reading Quiz							
Nov 2022	9	30/10	3/11	Unit 4	U n i t 4	Unit 4	Unit 4	Unit 4	Unit 5							
	10	6/11	10/11	Unit 5	U n i t 5	Unit 5	Writing Quiz	Across culture	Reading for pleasure							
	11	13/11	17/11	Theme 3 introduction	U n i t 1	Unit 1	Unit 1	Unit 1	Unit 2							
	12	20/11	24/11	National Day			Unit 2	Unit 2	Unit 2	Unit 2						
	13	27/11	1/12	Unit 3	U n i t 3	Unit 3	Unit 3	Unit 3	Reading Quiz							
Dec 2022	14	4/12	8/12	Unit 4	U n i t 4	Unit 4	Unit 4	Unit 4	Unit 5							
	15	11/12	15/12	Unit 5	U n i t 5	Unit 5	Writing Quiz	Across culture	Reading for pleasure							
	16	18/12	22/12	Theme 4 introduction	U n i t 1	Unit 1	Unit 1	Unit 1	Unit 2							

					t 1										
	17	25/12	29/12	Unit 2		U n i t 2	Unit 2	Unit 3	Unit 3	Unit 3					
Jan 2023	18	1/1	5/1	Unit 4	Unit 4	Unit 4	Unit 4	Unit 5	Unit 5						
	19	8/1	12/1	Unit 5	Unit 5	Across culture	Reading for pleasure	Writing Qui	Reading Quiz						
	20	15/1	19/1	Revision & Review											
	21	22/1	26/1												

Schoolmaster

Senior teacher

Supervisor

UNIT PLANNER FOR CLASS: 11 Theme: One Title: Communication Month: September

Year: 2024\2025

<p>Unit 1</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Poster</p> <p>:LO Consider and discuss .1 different ways of communication, particular body language and the .internet</p>	<p>Unit 1</p> <p>:Assessment Asking and answering .questions</p> <p>:Materials .CD Player</p> <p>:LO .Read the text .1 Analyze the structure .2 .of a reading text</p>	<p>Unit 2</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Practice strategies for .1 reading a text both for .gist and in detail</p>	<p>Unit 2</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Review usages of the .1 present simple and .present continuous</p>
<p>Unit 3</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading sheet</p> <p>:LO Expand vocabulary .1 associated with mobile .phones Practice SMS .2 .abbreviations</p>	<p>Unit 3</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Writing Sheet and CD</p> <p>:LO Practice listening for .1 .specific information</p>	<p>Unit 4</p> <p>:Assessment .Orally discussions</p> <p>:Materials Vocabulary and Grammar .sheet</p> <p>:LO Analyze the structure .1 of successful .conversation</p>	<p>Unit 4</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Improve students' .1 .conversational skill</p>

UNIT PLANNER FOR CLASS: 11 Theme: One Title: Communication Month: Year:2024\2025

Year: 2024\2025

<p>Unit 5</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading Sheet</p> <p>:LO Examine rules for .1 writing e-mail and analyze e-mail .according to the rule</p>	<p>Unit 5</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO .Write e-mail .1</p>		
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:UNIT PLANNER FOR CLASS: **11** Theme: **Two** Title: **Those Teenage Things** Month

Year: **2024\2025**

<p>Unit 1</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Poster</p> <p>:LO Consider and discuss .1 the changes brought .about by adolescence</p>	<p>Unit 1</p> <p>:Assessment Asking and answering .questions</p> <p>:Materials .CD Player</p> <p>:LO Identify the main ideas .1 .in a reading text</p>	<p>Unit 2</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Develop vocabulary by .1 finding words with .similar meaning</p>	<p>Unit 2</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Discuss the .1 relationship between .parents and teenagers</p>
<p>Unit 3</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading sheet</p> <p>:LO Review usages of the .1 past simple and past .continuous</p>	<p>Unit 3</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Writing Sheet</p> <p>:LO Create a poem for .1 someone else .important</p>	<p>Unit 4</p> <p>:Assessment .Orally discussions</p> <p>:Materials Vocabulary and Grammar .sheet</p> <p>:LO Discuss western .1 influences on .teenagers</p>	<p>Unit 4</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards and CD</p> <p>:LO Listen to interview and .1 fill in information on .the chart</p>

:UNIT PLANNER FOR CLASS: **11** Theme: **Two** Title: **Those Teenage Things** Month

<p>Unit 5</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading Sheet</p> <p>:LO Use a simple correction .1 code for proofreading .and editing</p>	<p>Unit 5</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Write an informal letter .1 .to a problem page</p>		
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:UNIT PLANNER FOR CLASS: **11** Theme: **Three** Title: **Travelers and Tourists** Month

Year: **2024\2025**

<p>Unit 1</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Poster</p> <p>:LO Discuss different types .1 of holidays and .tourism</p>	<p>Unit 1</p> <p>:Assessment Asking and answering .questions</p> <p>:Materials .CD Player</p> <p>:LO Practice skimming and .1 .scanning skills Sort information into .2 .categories</p>	<p>Unit 2</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Review ways of .1 .expressing the future</p>	<p>Unit 2</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Put the paragraphs into .1 .a sequence</p>
<p>Unit 3</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading sheet</p> <p>:LO Use language .1 associated with holiday brochures and .tourist attractions</p>	<p>Unit 3</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Writing Sheet</p> <p>:LO Focus on adjectives .1 .used in descriptions</p>	<p>Unit 4</p> <p>:Assessment .Orally discussions</p> <p>:Materials Vocabulary and Grammar .sheet and CD</p> <p>:LO Listen for gist and .1 .specific information</p>	<p>Unit 4</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Practice making and .1 responding to .suggestions .Make a presentation .2</p>

:UNIT PLANNER FOR CLASS: 11 Theme: Three Title: Travelers and Tourists Month

Year: 2024\2025

<p>Unit 5</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading Sheet and CD</p> <p>:LO Analyze a description of .1 .a tour Listen to a series of .2 events and put them into .sequence</p>	<p>Unit 5</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Design a tour for .1 .visitors to Oman</p>		
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:UNIT PLANNER FOR CLASS: **11** Theme: **Four** Title: **Innovation** Month

Year: **2022\2023**

<p>Unit 1</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Poster</p> <p>:LO Discuss innovations .1 .and inventions Find specific .2 information in a .reading text</p>	<p>Unit 1</p> <p>:Assessment Asking and answering .questions</p> <p>:Materials .CD Player</p> <p>:LO Infer meaning from .1 .context Match words and .2 .phrases to meaning</p>	<p>Unit 2</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Review past participles .1 .of verbs</p>	<p>Unit 2</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Review past passive .1 .verb forms</p>
<p>Unit 3</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading sheet</p> <p>:LO Use language .1 associated with innovation and .inventions</p>	<p>Unit 3</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Writing Sheet</p> <p>:LO Build up a table of .1 .word forms Talk about the uses and .2 limitations of virtual .reality</p>	<p>Unit 4</p> <p>:Assessment .Orally discussions</p> <p>:Materials Vocabulary and Grammar .sheet</p> <p>:LO Use language .1 associated with virtual .reality Practice the use of .2 .indirect questions</p>	<p>Unit 4</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Flash Cards</p> <p>:LO Focus on strategies to .1 make the reading .easier</p>

:UNIT PLANNER FOR CLASS: **11** Theme: **Four** Title: **Innovation** Month: Year

Year: **2022\2023**

<p>Unit 5</p> <p>:Assessment Monitoring group response to .various tasks</p> <p>:Materials .Reading Sheet</p> <p>:LO Consider e-shopping .1 and the advantages of buying something .online</p>	<p>Unit 5</p> <p>:Assessment Group and Individual Observation and asking .questions</p> <p>:Materials .Ordering sentences sheet</p> <p>:LO Discuss terms and .1 conditions for joining an .online DVD club Write an e-mail of .2 .complaint</p>		
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Lesson Plan

Directorate General of Education-Governorate

..... **School**

English Language - Lesson Preparation - 2022/2023

..... **Teacher's Name •**

Class: 11	Unit: 1	Lesson/Theme: 1
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Day/Date						
Lesson						
Section	1					
Number Of Aims/Learning outcomes	3					

Warm-up /Introduction/ Vocabulary	Theme 1 unit 1	
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Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To read a text both for gist & detail To analyse the structure - of a reading text</p>	<p>Dialogue and ()</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming (★)</p> <p>Predict, interpret, ()</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p>	<p>:Warm-Up</p> <p>Distribution of Books & overview - through the themes & units. - Overview on theme 1 & unit 1 .Pre-questions about communication -</p> <p>: STEP ONE</p> <p>Teacher asks students to read the - instructions of task: 1, on CB: 1 Teacher introduces theme and asks students to identify the illustrations of communications in CB: 1. - Students read the text & match illustrations with their terminology of task: 1, on CB: 1 .Feedback -</p> <p>: STEP TWO</p> <p>Teacher asks students to read the - instructions of task: 1, on CB: 2 Teacher asks students to match - bubbles with suitable illustrations Then, students work together to - complete the task</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>

	<p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.Feedback -</p> <p>: STEP THREE</p> <p>Teacher asks students to read the - .instructions of task: 2, on CB: 2 Teacher asks students to read text - .on CB: 2 & choose the best title Students read silently and then - .choose the most appropriate title .Feedback -</p> <p>: STEP FOUR</p> <p>Teacher asks students to read the - instructions of task: 3, on CB: 3. - Teacher asks students to read text .on CB: 3 again Students read silently and then - decide if the statements are true or .false .Feedback هوہ</p> <p>:STEP 5</p> <p>Teacher asks students to read the - .instructions of task: 1, on CB: 1 Teacher introduces theme and ask - students to identify the illustrations of communications in CB: 1. - Students read the text & match illustrations with their terminology of .task: 1, on CB: 1 .Feedback -</p> <p>STEP 6</p>	
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		<p>Teacher asks students to read the - .instructions of task: 1, on CB: 2 Teacher asks students to match - .bubbles with suitable illustrations Then, students work together to - .complete the task .Feedback -</p> <p>STEP 7</p> <p>Teacher asks students to read the - .instructions of task: 2, on CB: 2 Teacher asks students to read text - .on CB: 2 & choose the best title Students read silently and then - .choose the most appropriate title .Feedback -</p> <p>:STEP 8</p> <p>Teacher asks students to read the - instructions of task: 3, on CB: 3. - Teacher asks students to read text .on CB: 3 again Students read silently and then - decide if the statements are true or .false .Feedback -</p>	
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<p>Formative Assessment</p>	<p>Enrichment/remedia I Tasks Differentiated Education</p>	<p>Summative Assessment</p>	<p>Homework</p>
		<p>Oral feedback ,Whole and Individual observation</p> <p>Oral feedback ,Whole, , and Individual observation</p>	<p>Google classroom Activity</p>

:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's ZZ

Warm-up /Introduction/ Vocabulary	
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Theme 1 unit 2	
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Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>Language of the internet</p> <p>To analyse the structure of a reading text</p> <p>To recognize present simple & present continuous tenses</p> <p>To use Wh-questions correctly</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 1 & unit 2 - .Pre-questions about the Internet -</p> <p>:STEP ONE</p> <p>Teacher asks students to read the instructions of task: 1, on CB: 4. - Teacher asks students to give an example for .media they use Students discuss the list of media equipments mentioned in CB: 4</p> <p>:STEP TWO</p> <p>Teacher asks students to read the instructions of task: 2, on CB: 2 - Teacher asks students to read text about the .Internet Students read the text and then answer the .questions .Feedback -</p> <p>:STEP THREE</p> <p>Teacher asks students to read grammar recall table CB: 5. - Teacher explains present simple & present .continuous rule in details Students match between the sentences & its .usage .Feedback -</p>	<p>White board Colored Markers Coursebook Workbook</p> <p>OHP</p>

	<p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>, standard (*)</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>:STEP FOUR</p> <p>Teacher gives students more examples and - .external exercises Teacher discusses answers with - students and asks some students to .write answers on the board</p> <p>STEP FIVE</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 4. - Teacher ask students to match each .verb to the appropriate word Students work in pairs to achieve - .the task .Feedback -</p> <p>:STEP SIX</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 4. - Teacher ask students to fill gaps .with an appropriate word Students work in pairs to achieve - .the task .Feedback -</p> <p>:STEP SEVEN</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 4. - Teacher ask students to fill gaps .with appropriate question words Students work in pairs to achieve - .the task .Feedback -</p>	
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		<p>STEP EIGHT</p> <p>Teacher asks students read the - instructions of task: 4 on WB: 5. - Teacher ask students to choose the .correct verb form for sentences Students try to read & underline the - .correct answers .Feedback -</p>	
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Formative Assessment	Enrichment/remedia I Tasks	Summative Assessment	Homework
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	Differentiated Education		
			Short activity about the grammar rule Google classroom

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:Teacher's Comments

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary			unit 3	
Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources	

<p>To use language associated with mobile phones, and .SMS language To Understand & use - .abbreviations</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 1 & unit 3 - .Pre-questions about Mobile phones -</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 6. - Teacher asks students to match .pictures with their features Students work in pairs to match - .descriptions with pictures .Feedback -</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 6. - Teacher asks students to complete .sentences with phrases provided Students read statements carefully & - .fill gaps with one word only .Feedback -</p> <p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 7. - Teacher asks students to listen to [T.S: 1.3.3 (Track: ...)] & then, .answer the questions Students listen carefully & then, - .complete the missing information .Feedback -</p> <p>: STEP FOUR</p>	<p>White board Colored Markers Coursebook Workbook</p> <p>OHP</p>
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	<p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Teacher asks students read the - instructions of task: 4 on WB: 7.</p> <p>- Teacher asks students to complete .the conversation</p> <p>Students fill the gaps of the - conversation with one of the words in .the box</p> <p>.Feedback -</p>	
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<p>Formative Assessment</p>	<p>Enrichment/remedia l Tasks Differentiated Education</p>	<p>Summative Assessment</p>	<p>Homework</p>
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		<p>Whole, Group, and Individual observation</p> <p><u>Asking and eliciting answers</u></p>	

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:Teacher's Comments

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Senior Teacher's Signature:

Signature Supervisor's

<p>Aims/Learning Outcomes</p>	<p>Teaching Strategies/Methods</p>	<p>Implementation Approach/ Activities</p>	<p>Teaching Materials/Resources</p>
<p>Practice listening for-specific information</p> <p>To analyze what makes a - .conversation successful To practice conversational - .strategies</p>	<p>Dialogue and ()</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming (*)</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 1 & unit 4 - Pre-questions about Communication - .Skills</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 8. - Teacher asks students to read the .text & answer questions Students spend time in reading and - .answering questions .Feedback -</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 8. - Teacher asks students to listen to [.[(... :T.S: 1.4.1 (Track Students discover which student has - .better communication skills .Feedback -</p>	<p>CD</p> <p>White board Colored Markers Coursebook Workbook</p> <p>OHP</p>

	<p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>: STEP THREE</p> <p>Teacher asks students read the - instructions of Soundbites on CB: 8.</p> <ul style="list-style-type: none"> - Teacher asks students to read .phrases which is useful for speaking Students act out & practice - .conversation using phrases provided .Feedback - <p>: STEP FOUR</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 9.</p> <ul style="list-style-type: none"> - Teacher asks students to read the .conversation Students act out & practice - .conversation on the board .Feedback - <p>: STEP FIVE</p> <p>Teacher asks students read the - instructions of top tip on CB: 9.</p> <ul style="list-style-type: none"> - Teacher asks students to choose an .idea to make a conversation Students collect ideas & practice - .conversation together .Feedback - 	
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Formative Assessment	Enrichment/remedia I Tasks Differentiated Education	Summative Assessment	Homework
<p>Whole observation</p>			<p>if applicable): Memorize the) following vocabulary [blog - communication - confident - connect - conversation - download - gestures - internet - job interview - laptop - liar - message - mobile phone - online [</p>

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:Teacher's Comments

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary

unit 5

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To analyze the structure of .an email To consider rules for - writing an email. .- Write an informal email</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming (*)</p> <p>Predict, interpret, ()</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 1 & unit 5 - .Pre-questions about email -</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 10. - Teacher & student discuss the .questions mentioned about email</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 10. - Teacher asks students to read the statements, and then decide if they .are true or false Students read statements silently & - .think about answers in peers .Feedback -</p>	<p>White board Colored Markers Coursebook Workbook</p> <p>OHP</p>

	<p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving (*)</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 10. - Teacher asks students to read the .rules of writing email</p> <p>: STEP FOUR</p> <p>Teacher asks students read the - instructions of task: 4 on CB: 11. - Teacher asks students to read the emails mentioned & decide if rules are .being broken .Feedback -</p> <p>: STEP five</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 10. - Teacher asks students to label the .diagram Students label the diagram with - different part of email. .- Feedback</p> <p>: STEP six</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 11. - Teacher asks students to read the .topics & choose one Students read the topics & choose - .one to write about it an email .Feedback -</p>	
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		<p>: STEP seven</p> <p>Teacher asks students to read the - instructions of task: 3 on WB: 11.</p> <ul style="list-style-type: none"> - Teacher asks students to write an .email in the space provided <p>Students spend time in writing email - following the rules.</p> <ul style="list-style-type: none"> - Feedback 	
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<p>Formative Assessment</p>	<p>Enrichment/remedial Tasks</p>	<p>Summative Assessment</p>	<p>Homework</p>
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	Differentiated Education		

Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary

Theme 2 unit 1

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To identify the main ideas- .in a reading text To use language - associated with adolescence</p> <p>Develop your vocabulary by finding words with similar meaning</p>	<p>Dialogue and ()</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 2 & unit 1 - Pre-questions about Goodbye to - .Childhood</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 18. - Teacher asks students to read .questions & discuss about them Students discuss with their teacher - .about the adolescence</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 18. - Teacher asks students to read the .text & number the paragraphs Students read the topics & write - .each one at the suitable place</p>	<p>White board Colored Markers Coursebook Workbook</p> <p>OHP</p>

	<p>Story ()</p> <p>.Mind maps (*)</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving (*)</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.Feedback -</p> <p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 19. - Teacher asks students to find the .parallel in the text Students spend time in finding - answers. - Feedback</p> <p>: STEP FOUR</p> <p>Teacher asks students read the - instructions of task: 4 on CB: 19. - Teacher asks students to find the .parallel expression in the text Students spend time in finding - answers. - Feedback</p> <p>: STEP five</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 16. - Teacher asks students to discuss & tell what was the best & the worst .experience in their adolescence Students discuss together & tell their - .teacher about their experience</p> <p>: STEP 6</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 16.</p>	
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		<ul style="list-style-type: none"> - Teacher asks students to read text .on CB: 18 and fill gaps Students work in peers to fill gaps. - .- Feedback <p>:STEP 7</p> <ul style="list-style-type: none"> Teacher asks students read the - instructions of task: 3 on WB: 17. - Teacher asks students to read text & then find the meaning of words. .- Feedback 	
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Formative Assessment	Enrichment/remedia I Tasks	Summative Assessment	Homework
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	Differentiated Education		
Whole observation			<p>Memorize the following vocabulary [adolescent - conflict - cool - edit - emotional - growth spurt - hormone - interrogate - moody - proofread [- self-esteem - transition</p>

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:Teacher's Comments

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary			
Theme 2 unit 2			
Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>Discuss relationship between parents and teenagers</p> <p>To review ways of - differentiating between uses of past simple & past .continuous verb form</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p>	<p>:<u>Warm-Up</u></p> <p>.Overview on theme 2 & unit 2 -</p> <p>.Pre-questions about Teens & Adults -</p> <p>: STEP ONE</p>	

	<p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>standard (*)</p> <p>Problem Solving ()</p> <p>:Others •</p>	<p>Teacher asks students read the - instructions of task: 1 on CB: 20. - Teacher asks students read & .discuss questions below Students discuss questions together - .& with their teacher</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 21. - Teacher asks students to read the .dialogue & express their opinion Students spend time in reading the - dialogue. . - Feedback</p> <p>STEP THREE</p> <p>Teacher asks students read the - Grammar Recall on CB: 21. - Teacher explains to students the uses of past simple & past continuous. - Students match the usages to the examples. . - Feedback</p> <p>: STEP FOUR</p> <p>Teacher asks students read the - Grammar Recall on CB: 21. - Teacher asks students to choose the best answer. - Students think about the best answer & underline it. . - Feedback</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p> <p>Power point</p>
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	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>:STEP 5</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 18. - Teacher asks students fill gaps with .the appropriate word Students work together to fill gaps. - .- Feedback</p> <p>:STEP 6</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 19. - Teacher asks students to listen to [T.S: 2.2.1 (Track: 12)] & then, answer the question of part A. - Teacher asks students to listen to [T.S: 2.2.2 (Track: 13)] & then, Fill the table of part B. .- Feedback</p> <p>STEP 7</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 19. - Teacher asks students fill gaps with .the appropriate verb form Students work together to fill gaps. - .- Feedback</p>	
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Formative Assessment	Enrichment/remedia l Tasks Differentiated Education	Summative Assessment	Homework
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Whole observation			Google class activity
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Teacher's Comments: Memorize the following vocabulary [adolescent - conflict - cool - edit - emotional - growth spurt -

[hormone - interrogate - moody - proofread - self-esteem - transition

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary

Theme 2 unit 3

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To focus on adjectives describing personal qualities. - To use language associated with friendship</p>	<p>Dialogue and (*) .discussion Survey () .Brainstorming (*) Predict, interpret, (*) observe, interpret .Collaborative learning () Figure (7) the cognitive () .Measurement ()</p>	<p><u>:Warm-Up</u> .Overview on theme 2 & unit 3 - Pre-questions about Teenage - .friendship : STEP ONE Teacher asks students read the - instructions of task: 1 on CB: 22. - Teacher asks students to discuss in .the topics mentioned Students work together to & discuss - with their teacher. .- Feedback : STEP TWO Teacher asks students read the - instructions of task: 2 on CB: 22. - Teacher asks students to listen to [</p>	<p>White board Colored Markers OHP Coursebook Workbook</p>

	<p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>T.S: 2.3.1 (Track: 14)] & then, answer the question.</p> <ul style="list-style-type: none"> - Students listen carefully & answer the questions. .- Feedback <p><u>: STEP THREE</u></p> <p>Teacher asks students read the - instructions of task: 3 on CB: 23.</p> <ul style="list-style-type: none"> - Teacher asks students to discuss the .problem in the letter Students work together to find what - the peoblem is. .- Feedback <p>:STEP 3</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 20.</p> <ul style="list-style-type: none"> - Teacher asks students to sort .adjectives into two sections Students work together to sort - adjectives. .- Feedback <p>: STEP 4</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 20.</p> <ul style="list-style-type: none"> - Teacher asks students to read the proverbs & discuss their meanings. - Students discuss with their teacher the meanings of the proverbs. .- Feedback <p>STEP 5</p>	
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		<p>Teacher asks students read the - instructions of task: 4 on WB: 21.</p> <ul style="list-style-type: none"> - Teacher asks students to read the kinds of friends. - Students fill the gaps with appropriate word. .- Feedback 	
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Formative Assessment	Enrichment/remedia I Tasks Differentiated Education	Summative Assessment	Homework
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Individual observation			
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Senior Teacher's Signature:

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Warm-up /Introduction/ Vocabulary			theme
2 unit 4			
Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources

<p>Consider and discuss western influences on teenagers</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 2 & unit 4 - Pre-questions about Western - .?Influence - Good or Bad</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 24. - Teacher asks students to sort .pictures to Omani & western culture Students spend time in doing the - task. .- Feedback</p>	<p>CD</p> <p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>
<p>Listen to interviews and fill in information on a chart</p>	<p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p>	<p>: STEP TWO</p> <p>Teacher asks students read the - instructions of Sound Bites. - Teacher asks students to read "How to Ask Questions". - Students discuss with their teacher & give examples. .- Feedback</p> <p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 25. - Teacher asks students to make a list of the most five important things for .them Then, students ask each other some - question about the list. .- Feedback</p>	

,Peer learning ()

Problem Solving ()

:Others ●

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STEP
4

Teacher asks students read the -
instructions of task: 1 on WB: 22.
- Teacher asks students to guess what
.they might listen to
Students write their guessing in the -
specie provided.
. - Feedback

STEP
5

Teacher asks students read the -
instructions of task: 2 on WB: 22.
- Teacher asks students to listen to [
T.S: 2.4.2 (Track: 17)] & then,
answer the question of part A.
- Teacher asks students to listen to [
T.S: 2.4.3 (Track: 18)] & then, Fill
the table of part B.
. - Feedback

STEP
Six

Teacher asks students read the -
instructions of task: 3 on WB: 23.
- Teacher asks students to read
.statements & do the questionnaire
Then, students work together to do -
answer the questionnaire.
. - Feedback

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Formative Assessment	Enrichment/remedia l Tasks Differentiated Education	Summative Assessment	Homework
Individual observation			

:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary			
Theme 2 unit 5			
Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources

<p>To understand and use a simple correction code for .proofreading</p> <p>To write an informal letter - .to problem page</p>	<p>Dialogue and ()</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming (*)</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p> <p>.Mind maps (*)</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 2 & unit 5 - .Pre-questions about Teenage Angst -</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 26. - Teacher asks students to read the .letters & discover the problems Students underline the problem in - each letter. .- Feedback</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 27. - Teacher asks students to read & sort .the list of consoler letters Students work together to do & - complete the list. .- Feedback</p> <p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 27. - Teacher asks students to decide which of phrases are used at the beginning & which are used at the .end</p>	<p>White board Colored Markers Coursebook Workbook</p> <p>OHP</p>

	<p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Students work in groups to achieve - the task. .- Feedback</p> <p>:STEP 4</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 24. - Teacher asks students to find the .mistakes in the letter Students write their notes about the - mistakes they find. .- Feedback</p> <p>:STEP 5</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 25. - Teacher asks students to read the .letter & choose the best words Students circle the correct choice of - the best word. .- Feedback</p> <p>:STEP 6</p> <p>Teacher asks students read the - instructions of task: 4 on WB: 25. - Teacher asks students to write a .letter to problem page Students try to write their first draft. - .- Feedback</p>	
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Formative Assessment	Enrichment/remedial Tasks Differentiated Education	Summative Assessment	Homework
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Individual observation			
Individual observation			

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:Teacher's Comments

Warm-up /Introduction/ Vocabulary

Theme 3 unit 1

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>Discuss different types of holiday and . tourism</p> <p>Consider the differences between</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, ()</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the (*)</p> <p>cognitive</p> <p>.Measurement ()</p>	<p>:Warm-Up</p> <p>.Overview on theme 3 & unit 1 - Pre-questions about Types of - .Tourism</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 33. - Teacher asks students to match .photos with types of holidays Students work together to do the - task. .- Feedback</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 33. - Teacher asks students to read the .paragraph & guess the meanings Students discuss with teacher to find - meanings. .- Feedback</p> <p>: STEP THREE</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>

<p>travellers and tourists</p> <p>To sort information into - categories</p>	<p>Story ()</p> <p>.Mind maps (*)</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Teacher asks students read the - instructions of task: 1 on CB: 34.</p> <p>- Teacher asks students to sort each .description to the suitable type</p> <p>Students match each description to - an appropriate holiday's type.</p> <p>.- Feedback</p> <p>: STEP FOUR</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 34.</p> <p>- Teacher asks students to match .pictures to the list of holiday types</p> <p>Students doing the task in peers. -</p> <p>.- Feedback</p> <p>: STEP FIVE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 35.</p> <p>- Teacher asks students to read the .advertisement</p> <p>Students write the type of tourism in - front of each.</p> <p>.- Feedback</p> <p>: STEP 6</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 30.</p> <p>- Teacher asks students to discuss the .topics mentioned</p> <p>Students talk together & with their - teacher about the topics.</p> <p>.- Feedback</p> <p>STEP 7</p>	
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		<p>Teacher asks students read the - instructions of task: 2 on WB: 30. - Teacher asks students to read the .sentences & sort them Students read the sentence & write - numbers under each paragraph. .- Feedback</p> <p>: STEP 8</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 31. - Teacher asks students to read the .postcard Students read the postcard & write - the kind of tourist. .- Feedback</p> <p>: STEP 9</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 31. - Teacher asks students to read the .two paragraphs Students read the paragraphs & - answer the questions. .- Feedback</p>	
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Senior Teacher's Signature:

Signature Supervisor's

Formative Assessment	Enrichment/remedial Tasks Differentiated Education	Summative Assessment	Homework
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Individual observation

Memorize the following vocabulary
[destination - discover - dune -
encounter - itinerary - magnificent -
package holiday - reveal - sanctuary -
[sample - stroll - wander

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:Teacher's Comments			
Warm-up /Introduction/ Vocabulary			
Theme 3 unit 2			
Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources

<p>To review ways of expressing the future</p> <p>To put paragraphs into a sequence</p>	<p>Dialogue and discussion (*)</p> <p>Survey ()</p> <p>Brainstorming ()</p> <p>Predict, interpret, observe, interpret (*)</p> <p>Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>Measurement ()</p> <p>Story ()</p> <p>Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>Role play ()</p>	<p>:Warm-Up</p> <p>.Overview on theme 3 & unit 2 -</p> <p>.Pre-questions about Getting There -</p> <p>: STEP ONE</p> <p>Teacher asks students read the instructions of task: 1 on CB: 36.</p> <p>- Teacher asks students to read the paragraphs & sort them</p> <p>Students sort the paragraphs into two sections (Bus & Plane).</p> <p>.- Feedback</p> <p>: STEP TWO</p> <p>Teacher asks students read the instructions of task: 2 on CB: 36.</p> <p>- Teacher asks students to listen to .(:T.S (3.2.1) (Track</p> <p>Students listen & find the picture - which is not mentioned.</p> <p>.- Feedback</p> <p>: STEP THREE</p> <p>Teacher asks students read the instructions of task: 2 on CB: 36.</p> <p>- Teacher asks students to listen to .T.S (3.2.1) (Track:) again</p> <p>Students listen & decide if statements are T or F.</p> <p>.- Feedback</p> <p>: STEP FOUR</p>	<p>White board</p> <p>Colored Markers</p> <p>OHP</p> <p>Coursebook</p> <p>Workbook</p> <p>Power point</p>
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	<p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Teacher asks students read the - instructions of Grammar Recall.</p> <ul style="list-style-type: none"> - Teacher asks students to read the .examples & match them to usage <p>Students listen to teacher - explanations about expressing the future.</p> <ul style="list-style-type: none"> .- Feedback <p>:STEP 5</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 24.</p> <ul style="list-style-type: none"> - Teacher asks students to find the .mistakes in the letter <p>Students write their notes about the - mistakes they find.</p> <ul style="list-style-type: none"> .- Feedback <p>:STEP 6</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 25.</p> <ul style="list-style-type: none"> - Teacher asks students to read the .letter & choose the best words <p>Students circle the correct choice of - the best word.</p> <ul style="list-style-type: none"> .- Feedback <p>:STEP 7</p> <p>Teacher asks students read the - instructions of task: 4 on WB: 25.</p> <ul style="list-style-type: none"> - Teacher asks students to write a .letter to problem page 	
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		Students try to write their first draft. - .- Feedback	
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Senior Teacher's Signature:

Signature Supervisor's

Formative Assessment	Enrichment/remedia I Tasks Differentiated Education	Summative Assessment	Homework
			<p>Homework (if applicable): Memorize the following vocabulary [destination - discover - dune - encounter - itinerary - magnificent - package holiday - reveal - sanctuary - [sample - stroll - wander</p>

:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Lesson Plan

Directorate General of Education-Governorate

.....School

English Language - Lesson Preparation - 2022/2023

.....Teacher's Name •

:Class	:Unit	:Lesson/Theme
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Day/Date						
Lesson						
Section						
Number Of Aims/Learning outcomes						

Warm-up /Introduction/ Vocabulary	
Theme 3 unit 3	

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To use language associated with holiday brochures and .tourist attractions</p> <p>To focus on adjectives used .in descriptions of places</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the (*)</p> <p>cognitive</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 3 & unit 3 - .Pre-questions about Destinations -</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 38. - Teacher asks students to read the .information on the brochures Students read the brochures & - match them the appropriate sentences. .- Feedback</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 38. - Teacher asks students to read the .vocabularies mentioned</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>

	<p>.Measurement ()</p> <p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Students try to guess & translate the - meaning of the words to use them later on. .- Feedback</p> <p>:STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 39. - Teacher asks students to read the .statements mentioned there Students try to find examples for - each place. .- Feedback</p> <p>:STEP 4</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 34. - Teacher asks students to wire each adjective form the coursebook to .appropriate section Students write each adjective at the - appreciate section. .- Feedback</p> <p>:STEP 5</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 34. - Teacher asks students to read the .two postcards Students choose the adjectives witch - make the holiday fantastic in postcard .A For postcard B students choose the - adjectives witch make the holiday</p>	
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		<p>terrible. .- Feedback</p> <p>:STEP 6</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 35. - Teacher asks students to read the .list of verbs & meanings Students match verbs to there - meanings. .- Feedback</p>	
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Formative Assessment	Enrichment/remedia I Tasks	Summative Assessment	Homework
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	Differentiated Education		
Whole observation		n	<p>Homework (if applicable):</p> <p>Memorize the following vocabulary [destination - discover - dune - encounter - itinerary - magnificent - package holiday - reveal - sanctuary - [sample - stroll - wander</p>

:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary

Theme 3 unit 4

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To use listen for gist and specific information</p> <p>To practice making and responding to suggestions</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 3 & unit 4 - Pre-questions about Tourist - .Information</p> <p>:STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 40. - Teacher asks students to read the .description about sites in Dhofar Students underline main ideas & - .important words Teacher asks students to keep their - coursebook open that they use it later on. .- Feedback</p> <p>:STEP TWO</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook CD</p>

	<p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Teacher asks students read the - instructions of Sound Bites CB: 41.</p> <ul style="list-style-type: none"> - Teacher asks students to read .expressions of making suggestions <p>Students read & practice the - .expressions together in peers</p> <p>.Feedback -</p> <p>:STEP THREE</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 36.</p> <ul style="list-style-type: none"> - Teacher asks students to give three .examples of each place mentioned <p>Students read the descriptions once - again & find answers.</p> <p>.- Feedback</p> <p>:STEP 4</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 36.</p> <ul style="list-style-type: none"> - Teacher asks students to listen to .(T.S (3.4.1) (Track: 25 <p>Students listen to five tour guide & - then decide kind of tourist attraction is being described.</p> <p>.- Feedback</p> <p>:STEP 5</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 36.</p> <ul style="list-style-type: none"> - Teacher asks students to listen to .(T.S (3.4.2) (Track: 26 <p>Students listen to a women talking - about her family member's holiday &</p>	
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		<p>then decide who are the members .mentioned</p> <p>:STEP 6</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 36. - Teacher asks students to listen to .T.S (3.4.2) (Track: 26) again Students listen again to the - recording & then tick place .recommended for each</p>	
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Formative Assessment	Enrichment/remedial Tasks Differentiated Education	Summative Assessment	Homework
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Whole observation			

:Teacher's Comments			

Warm-up /Introduction/ Vocabulary

Theme 3 unit 5

<p>Aims/Learning Outcomes</p>	<p>Teaching Strategies/Methods</p>	<p>Implementation Approach/ Activities</p>	<p>Teaching Materials/Resources</p>
<p>To design a tour for visitor .to Oman</p>	<p>Dialogue and (*) .discussion Survey () .Brainstorming (*)</p>	<p><u>:Warm-Up</u> .Overview on theme 3 & unit 5 - Pre-questions about Designing a - .Tour : STEP ONE</p>	

<p>Write adscription of a trip to the wahiba sands desert</p>	<p>Predict, interpret, () observe, interpret .Collaborative learning () Figure (7) the cognitive () .Measurement () Story () .Mind maps () Inductive exploration () Learning by doing () .Role play () ,Peer learning () Problem Solving (*) :Others ●</p>	<p>Teacher asks students read the - instructions of task: 1 on CB: 42. - Teacher asks students to discuss .question in groups Students take few minutes to - discuss the question mentioned. .- Feedback</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 42. - Teacher asks students to imagine .that they are visitors in Turkey Students tell their partners about the - place they prefer. .- Feedback</p> <p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 43. - Teacher asks students to read the .descriptions of the tour below Students read the text & decide - which word goes bet in the blank. .- Feedback</p> <p>: STEP 4</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 38. - Teacher asks students to read the .text silently Students check the meanings of any - unknown vocabulary. .- Feedback</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>
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:STEP 5

Teacher asks students read the - instructions of task: 2 on WB: 38.
- Teacher asks students to read the four headings & match them to the .appropriate picture
Students read the sub-headings & - sort them under the appropriate heading.
. - Feedback

:STEP 6

Teacher asks students read the - instructions of task: 3 on WB: 39.
- Teacher asks students to read .through the adjectives
Students match the noun with the - appropriate adjective.
. - Feedback

:STEP 7

Teacher asks students read the - instructions of task: 4 on WB: 39.
- Teacher asks students to read .through the program
Students listen to T.S (3.5.1) & put - the events in the right order with time of each event.
. - Feedback

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Senior Teacher's Signature:

Signature Supervisor's

Formative Assessment	Enrichment/remedia l Tasks	Summative Assessment	Homework
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	Differentiated Education		
Whole observation			Google class writing piece

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:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary

Theme 4 unit 1

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>Consider and discuss innovation and . inventions</p> <p>Find the specific</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p>	<p>:<u>Warm-Up</u></p> <p>.Overview on theme 4 & unit 1 - Pre-questions about inventions we - .use in our daily life</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 49. - Teacher asks students about the invention that they may miss the .most Students work together to do the - task. .- Feedback</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 49.</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>

<p>information in a reading text</p>	<p>Story ()</p> <p>.Mind maps (*)</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>- Teacher asks students to read the .paragraph & guess the meanings Students discuss with teacher to find - meanings. .- Feedback</p> <p>: STEP THREE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 50. - Teacher asks students to draw a table in their exercise books to write .the invention each speaker mentions Teacher plays the CD getting - students to fill in the table. .- Feedback</p> <p>: STEP FOUR</p> <p>Teacher asks students to read the - instructions of task: 2 on CB: 50. - Teacher answers for the three .questions Students do the task in peers. - .- Feedback</p> <p>: STEP FIVE</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 50/51. - Teacher asks students to read the .text Students give ideas of what a smart - home can do. .- Feedback</p> <p>:STEP 6</p>	
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		<p>Teacher asks students read the - instructions of task: 1 on WB: 44. - Teacher asks students to discuss the .topics mentioned Students match the words with their - definitions</p> <p>:STEP 7</p> <p>Teacher asks students read the - instructions of task: 2 on WB: 44. - Teacher asks students to read the text quickly and elicits the correct .title</p> <p>:STEP 8</p> <p>Teacher asks students read the - instructions of task: 3 on WB: 45. - Students fill in the gaps in the sentences with the words in bold from .the reading text Teacher elicits answers and write - .them on the board</p> <p>:STEP 9</p> <p>.Students study the two examples - Students complete the task by- .writing the sentences</p>	
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Formative Assessment	Enrichment/remedia I Tasks Differentiated Education	Summative Assessment	Homework
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Whole, Group, and Individual
observation

Memorize the following :(
vocabulary [electronic
devices-innovations-inventions-d
iscoveries-appliances-improved-t
echnology-nuclear
weapons-CAD-virtual reality

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:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary Theme 4 unit 2	
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Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>To introduce the language of the grammar point, past passive</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, ()</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p>	<p>:Warm-Up</p> <p>.Overview on theme 4 & unit 2 - Teacher asks students if they have - .ever taken part in a trivia quiz</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB: 52. - Teacher asks students to try to .answer the quiz questions Teacher plays the CD eliciting - .feedback from the class</p> <p>: STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 52. - Teacher asks students to do the .same with the second quiz Teacher elicit answers from the class -</p> <p>: STEP THREE</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p> <p>Power point</p>

	<p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>(*)</p> <p>Standard</p> <p>,Peer learning ()</p> <p>Problem Solving (*)</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>Teacher asks students read the - instructions of task: 1 on CB: 53 -</p> <p>Teacher ask Ss to read grammar recall And understand the past passive <u>Rewrite sentences to past passive</u></p> <p>Cb p 53 act 3 :STEP FOUR</p> <p>Teacher asks students to read the - instructions of task: 1 on WB46 and fill the blanks with past passive</p> <p>- :STEP FIVE</p> <p>Teacher asks students read the - instructions of task: 2 on WB:46 - Teacher asks students to read and fill the blanks with correct past passive</p> <p>· :STEP 6</p> <p>Teacher asks students read the - instructions of task: 4 on WB: 47. - Teacher asks students to correct underline the verb in the past passive form</p> <p>:STEP 8</p> <p>Teacher asks students read the -</p>	
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		instructions of task: 5 on WB: 46. - Students fill in the gaps in the sentences with the correct past passive	
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Formative Assessment	Enrichment/remedia I Tasks Differentiated Education	Summative Assessment	Homework
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Whole observation

**Activity in google
class**

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Teacher's Comments

Senior Teacher's Signature:

Signature Supervisor's

Warm-up /Introduction/ Vocabulary			
Theme 4 unit 3			
Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources

<p>Discuss the inventions which you consider to be most helpful and most harmful</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the (*)</p> <p>cognitive</p> <p>.Measurement ()</p> <p>Story ()</p> <p>.Mind maps ()</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p>	<p><u>:Warm-Up</u></p> <p>. Overview on theme 4 & uni t3 - . Pre-questions about inventions -</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1, on CB:54 And list five invention that case harm</p> <p>STEP TWO :</p> <p>- Teacher asks students to read the text & write list of 5 harmful and . helpful invention .Students spend time in reading - .Feedback -</p> <p>: STEP THREE</p> <p>CB P55 task 3 Teacher asks students to read the text .& answer questions Students spend time in reading and - .answering questions Feedback -</p> <p>: STEP 4</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 48 - Teacher asks students to match . each word with correct definition</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p>
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	<p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>.-</p> <p>.Feedback -</p> <p>STEP 5</p> <p>Teacher asks students read the - instructions of task: 2 on WB 48.</p> <p>- Teacher asks students to read and complete the table</p> <p>-</p> <p>: STEP 3</p> <p>Teacher asks students to read the - instructions of task: 3 on WB:48 .</p> <p>- Teacher asks students to fill the gap from words from task 2</p>	
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<p>Formative Assessment</p>	<p>Enrichment/remedia I Tasks</p>	<p>Summative Assessment</p>	<p>Homework</p>
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	Differentiated Education		
Whole observation			

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:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

Directorate General of Education-Governorate

.....School

English Language - Lesson Preparation - 2022/2023

.....Teacher's Name •

:Class	:Unit	:Lesson/Theme
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Day/Date						
Lesson						
Section						
Number Of Aims/Learning outcomes						

Warm-up /Introduction/ Vocabulary	
Theme 4 unit 4	

Aims/Learning Outcomes	Teaching Strategies/Methods	Implementation Approach/ Activities	Teaching Materials/Resources
<p>Talk about the uses and limitation of virtual reality</p> <p>Use predication skills to with understanding a . listening text</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming ()</p> <p>Predict, interpret, (*)</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p> <p>Story ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 4 & unit 4 - .Pre-questions about virtual reality -</p> <p>: STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1, 2 on CB:56. - Teacher asks students to read the .text & answer questions Students spend time in reading and - .answering questions Feedback -</p> <p>: STEP THREE</p> <p>Read and listen to the sound bites</p> <p>: STEP FOUR</p> <p>Teacher asks students read the instructions of task: 1 on WB: 50. - Teacher asks students to read Qs and then listen in order to answer</p>	<p>White board Colored Markers OHP Coursebook</p> <p>Workbook</p> <p>CD</p>

	<p>.Mind maps (*)</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving ()</p> <p>:Others ●</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>I. .- Feedback</p> <p>STEP</p> <p>: FIVE</p> <p>Teacher asks students to read the instructions of task:2 on WB 51 . - Teacher asks students to fill the gap then listen to check</p>	
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<p>Formative Assessment</p>	<p>Enrichment/remedia I Tasks Differentiated Education</p>	<p>Summative Assessment</p>	<p>Homework</p>
<p>Whole observation</p>			

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:Teacher's Comments			

Senior Teacher's Signature:

Signature Supervisor's

4 unit 5

<p>Aims/Learning Outcomes</p>	<p>Teaching Strategies/Methods</p>	<p>Implementation Approach/ Activities</p>	<p>Teaching Materials/Resources</p>
<p>Consider e- shopping and the disadvantage of . buying something online</p> <p>Read and discuss term and the condition for</p>	<p>Dialogue and (*)</p> <p>.discussion</p> <p>Survey ()</p> <p>.Brainstorming (*)</p> <p>Predict, interpret, ()</p> <p>observe, interpret</p> <p>.Collaborative learning ()</p> <p>Figure (7) the cognitive ()</p> <p>.Measurement ()</p>	<p><u>:Warm-Up</u></p> <p>.Overview on theme 4 & unit5 - Pre-questions about Goodbye to - .Childhood</p> <p>:STEP ONE</p> <p>Teacher asks students read the - instructions of task: 1 on CB:58 . - Teacher asks students to read .questions & discuss about them Students discuss with their teacher - . about the online shopping</p> <p>:STEP TWO</p> <p>Teacher asks students read the - instructions of task: 2 on CB: 58 - Teacher asks students to read the question and write the answer in the note book</p>	<p>White board Colored Markers OHP Coursebook Workbook</p>

<p>joining an online DvD .club</p> <p>Write an e-mail of complaint</p>	<p>Story ()</p> <p>.Mind maps (*)</p> <p>Inductive exploration ()</p> <p>Learning by doing ()</p> <p>.Role play ()</p> <p>,Peer learning ()</p> <p>Problem Solving (*)</p> <p>:Others •</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>	<p>: STEP THREE -</p> <p>Teacher asks students read the - instructions of task: 3 on CB: 59 . - Teacher asks students to find .Out the four complaint in the email .What the text Students spend time in finding - .answers</p> <p>:STEP 4</p> <p>Teacher asks students read the - instructions of task: 1 on WB: 52 - Teacher asks student to listen and number . .Feedback -</p> <p>STEP FIVE</p> <p>Teacher asks students to read the instructions of task: 2on WB:52 . - Teacher asks students to fill the gap .</p> <p>:STEP 6</p> <p>Teacher asks students to read the . instructions of task: 3, on WB:53 Teacher asks students to number - .the words with correct meanings - .Feedback -</p> <p>STEP</p>	
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		<p>: 7</p> <p>Teacher asks students to read the instructions of task: 4 on WB 53 .</p> <ul style="list-style-type: none">- Teacher asks students to choose the best word form for an email <p>.</p> <p>Feedback -</p>	
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