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| Weeks : 8th - 9th - 10th |  | Pupil book Pages : **37 - 52** | Module : **(3) Work & Leisure** | Class **2nd S**econdary |

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| *Assessment :*  □ checklist □ rubric □ worksheets  \* T. checks the homework of the previous lesson.  \* T. asks some Qs for revision of the previous lesson.  \* Introducing the new lesson by ( Brain storming , Questioning, stories .. etc) | *Aids :*  □ Student's book □ work book □ worksheets  □ CD Audio □ PPT presentations □ movie  □ flashcards □ real material □ board |

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| School headmistress  Signature: | H.W. | Application | Teaching Strategies | Objectives | Skills & content  Timed | | Day & Date |  |
| **Lessons** |
|  | p.24 (A) | 1. Task (A)  2. Task (B)  3. Read & do Task (C) + Qs' cards for group work  4. Task (D) 5. Task (E) | - Brain storming - Co-operative  - KWL  - Whole-brain | 1.Discuss the topic based on Ss' information.  2. Identify the main idea of the reading.  3. Identify specific information correctly.  4.Give the meaning of the new words.  5.Talk more about the text. | 5  10  15  10  5 | 1.Discussion  2. Teenagers' favourite pastime |  | **A**  **Reading** |
|  | p.24 (B)  p.25 (A) | 1- Task p.39 & Fcds  2- Task (A) in p.41 individually  3- Task (B) in groups | - Brain storming - Co-operative  - mind-maps | 1. Classify vocabulary related to sports.  2. Differentiate between gradable & non-gradable adjectives.  3. replace non-gradable adj. with gradable. | 15  15  10 | 1.Lexical Set  2.Strong Adj. |  | **A**  **Vocabulary** |
|  | p.25 (D)  p.26 (C)  (D) | 1- Task p.39 in Gps  2- Task (A)&(B) p.41 in Gps  3- Task (C) in WB p.24  4- Task in p.41 individually | - mind-maps  - critical thinking  - Co-operative | 1.Use Prs. Perfect Progressive form.  2.Differentiate between Prs. Perfect Simple & Prs. Perfect Progressive uses in context.  3.Identify the uses of (must/have to/need)  4.Use the expressions ('d better/would rather) | 10  15  5  10 | 1.Prs. Perfect simple & Prs. Perfect progressive  2.must/need had better… |  | **A**  **Grammar** |
|  | P.25 (B)  P.27 (A) | 1- Task (B) p.40  2-Task (C) & (D)  3-Task p.42  4-Task of speaking | - Discussion  - Role-Play  - Creative thinking  - Questioning | 1. Guess purpose of dialogue through listen.  2.Talk about obligation & give advices.  3.Practice listening for specific information  4.Speculate & reach a decision . | 5  10  10  15 | 1. Reading  2.Listening  3.Speaking |  | **A**  **Listening & speaking** |
|  | p.28 (B) | 1-Task (A)& (B)& (C)  2-Task (D) in groups.  3-Task of Writing in notebook | - Brain storming  - Whole-brain | 1. Discuss the topic based on Ss' information.  2.Identify paragraph content & organization  3.Write a paragraph with help of (B) & (D). | 10  15  15 | Informal letter giving news |  | **A**  **Writing** |
| School headmistress  Signature: | **H.W.** | **Application** | **Teaching Strategies** | **Objectives** | **Skills & content**  **Timed** | | **Day & Date** |  |
| **Lessons** |
|  | P.p.45 (D) | 1-Task (A)  2. Task (B)  3. Read & do Task (C) + worksheets for group work  4. Task (D) 5. Task (E) | - Brain storming - Co-operative  - KWL  - Whole-brain | 1.Discuss the topic based on Ss' information.  2. Identify the main idea of the reading.  3. Identify specific information correctly.  4.Give the meaning of the new words.  5.Talk more about the text. | 5  10  15  10  5 | 1.Discussion  2. job interview |  | **B**  **Reading** |
|  | p.29 (A)  (B) | 1-Task 1(A)  2-Task 1(B)  3-Task 2  4-Task 3 (A) in groups & (B) individually | - Brain storming - Co-operative  - mind-maps | 1. Distinguish between *make* & *do*.  2. Use *make* & *do* in context.  3. Distinguish between words easily confused in context.  4.Identify relationships between words.  5.Practice in word building in context. | 5  10  10  10  5 | 1.expressions  2.Ns easily confused  3.Ns derived from Vs |  | **B**  **Vocabulary** |
|  | p.29 (C) | 1-Worksheets  2-Tasks( A) & (B) p.46  3- Task (C)  4-(PRACTICE) task | - mind-maps  - critical thinking  - Co-operative  - Brain storming | 1.Identify the modal verbs in sentences 2.Distinguish between the two types uses .  3.Use the 1st modal Vs type in context.  4. Use the 2nd modal Vs type in context..  5.Differentiate between the forms & meaning. | 10  5  10  10  10 | 1.expressing possibility(may -might-could)  2.making deductions  (must-can't) |  | **B**  **Grammar** |
|  | p.31 (B)  (C)&(D) | 1-Pre-listening Discussion  2- Listening Task (B)&(C)  3-Pictures discussion  4-Group work Speaking  5-Task (A) in W.p.30 | - Discussion  - Creative thinking  - Role-Play  - Questioning  - Co-operative | 1. Practice listening for specific information  2.Talk about the pictures individually  3.Compare the qualifications in job offer using the words & expressions provided. | 20  10  10 | 1.listening  2.speaking |  | **B**  **Listening & speaking** |
|  | p.32 | 1-Task (A)& (B)  2-Task (C)  3-Task (D)& (E)  4-Task (F)  5-Writing Task in notebook | - Brain storming  - Whole-brain  - mind-maps | 1. Discuss the topic based on Ss' information.  2.Identify letter content & organization  3.Identify the expressions & phrases used.  4.Write an outline & a formal letter of application. | 10  10  10  15 | A letter of application |  | **B**  **Writing** |
|  | p.33 -35 | 1-Task (A) & (B)  2-Task (C) & (E)  3-Task (D)  4-Listening task | - whole-brain | 1.Choose the correct word or phrase.  2.Complete with the correct form.  3.Read and complete the gaps .  4. Practice listening for specific information | 10  10  10  10 | 1.Voc. & Gram  2. listening |  | **Round up** |