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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*what the dialogue talking about ?  .  Talking in the class.  Answer Qs  \*use model verbs  \*Complete the practice . | 1. \*Ask my students to tell me what they think the lesson is about 2. \*Play the CD. Ss' listen and follow in their books.   \*ask some questions:  -have you ever been to an airport?  -can you name any of the areas that can be found at an airport?  \*Ask Ss to read through the examples.  \*point out to Ss that these words are model verbs.  \*ask Ss to decide what the words in bold express.  \*refer Ss to the Grammar reference p.128  \*talk in pairs  -choose two students to talk about the dialogue . | Arrival  Land  Departures  Delay  Take off  Gate  Board  Boarding card  Flight attendant | 1. A. discuss      1. Use vocabulary related to travelling by plane. 2. Use model verbs 'can, could , may, be able to' . 3. \*Use the structures, functions, new vocabularies .   \*Talk in pairs   1. Do some exercises | 1. LISTENING & READING  2.VOCABLURY  3.GRAMMAR  4.SPEAKING  HOMEWORK : Workbook exercise |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 3

Lesson : 3a

What's your destination?

Module : 3

Lesson : 3b

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*Answers the questions in their books.  \*Check the answers with the class  \* Complete the practice .  \*done their homework. | 1. \*Ask Ss' the question and generate discussion   \*Draw Ss' attention to the pictures.  \* Ask Ss' some questions:  What is the most frightening place you have explored?  -what is the most exciting or interesting place you have explored?  \*Draw Ss attention to the suffixes in the brackets.  \*Ask Ss to look at the noun given and underline the suffix in each one of them.  \*Explain to Ss that the words without the suffix are the verb which the respective nouns drives from.    \*ask Ss to read through the examples and the sentences a-c.  \*Have Ss do the activity and check answers.  \* refer Ss to grammar reference  \*in small groups, Ss play the guessing game. | As will as  Basic skill  Battery  Beginners  Cave  Discussion  Extra  Helmet  Huge  Formation  Ground  Minimum  Survival | 1. A. PRE-READING  B. Read the text silently .  - answer the questions correctly.  2- use word building (noun suffixes)  3.Use have to, don't Have to, must, mustn't, need to, don't need to and needn't.  4.use the structures and functions. | 1. Read  2- vocabulary  3.Grammar  4.Speaking  HOMEWORK : Workbook exercise |

HOMEWORK : Workbook exercise pages

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 3

Lesson : 3c

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*Answers the questions in their books.  \*listen to the dialogue.  \*Complete the practice .  \*make an e-mail. | -Ask Ss to look at the pictures which show different types of accommodations and read through the words underneath each pictures.  -have Ss do the activities and check answers.  -make sure that Ss understand the direct and indirect questions.  -ask Ss the two questions and elicit the answers that the indirect question is more formal and polite than the direct question.  \*Playing the CD .  -explain Ss that they will listen to a conversation between a customer and hotel receptionist.  -make Ss ask and answers questions about the youth hostel in the hotel.  -choose some pairs to act out the dialogues.  -explain the situation to Ss and ask them the question in the rubric.  -have Ss do the activities and check answers.  -point out to Ss that they can use the ideas in the preview activity. | buffet  business center  campsite  swimming pool  youth hostel  pay  room service | -use the vocabulary related to different types of accommodation.  -use indirect questions.  -know the difference in intonation between direct and indirect questions.  -listen to the CD.  -do some activities.  -know different types of accommodation.  A. write the task  B. how to identify the stylistic features of an e-mail asking for information.  C. organize their ideas and plan their writing.  D. write an e-mail asking for information. | 1.vocabulary  2.Grammar  3.intonaton  4.listening  5.speaking  6.writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*answer the questions.  \*check the answers.  .  \*form the comparative and superlative.  \*form (as…as).  \*talk about holiday destination they prefer giving reasons for their choices. | \*ask Ss to look at the pictures and the words.  \*help Ss to deduce the meaning of any unknown words.  \*ask Ss to look at the layout of the text and tell you what it is ( a brochure).  \*ask Ss to read through the text.  \*ask Ss to look at the list of the topics and tick the once that are mentioned in the text.  \*ask Ss some comprehension questions:  -why is Sichuan considered to be an ideal holiday destination?  -where is Sichuan?  -what can you do in mount Emei?  \*Ask to read through the four examples.  \*Draw Ss' attention to the words in bold.  \*Ask Ss the questions.  \*Elicit answers  \*Ask Ss to turn to the appropriate page.  \*Ask Ss to look at the pictures and captions underneath each one of them.  \*choose Ss to say which holiday destination they prefer giving reasons for their choices. | Cliff  Chilli peppers  Colourful  Definitely  Develop  Garlic  Giant  Grow  Impressive  Include  Scenery | -use vocabulary related to geographical features.  -make productions about the reading text.  -deducing the meaning of unknown words through a matching activity.  -use the comparative and superlative form of adjectives.  -use (as…as)  -use the function and structure through a pair work Activity. | 1.vocablury  2. reading  3. grammar  4. speaking |

Module : 3

Lesson : 3d

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| - describe their city\town.  - do the matching.  - listen to the CD.  -answer the questions.  - check answers | \*ask Ss to read through the sentences.  \*Draw Ss' attention to the words to the adjectives in bold.  \*Have Ss do the matching and check answers.  \*ask Ss to make their own sentences using some of the adjectives presented above to describe their city\town.  \*ask Ss to look at the pictures.  \*make Ss talk about which city is the most suitable for each person.  \*make sure that Ss don't have any unknown words.  \*ask Ss to read through the questions.  \*play the CD and have Ss listen carefully and decide which pictures best answers each question.  \* ask Ss some comprehension questions:  -where's Yanbu?  - what's Yanbu made up of?  -what can you see in the old city?  -what are the activities tourists can do in Yanbu? | Calm  Comfortable  Cosy  Crowded  Dangerous  Fascinating  Wonderful  Safe  Suitable  Peaceful | - use adjective to describe the places.  - use adjective to describe their city\town.  -make a decision.  -give opinions about which city is the most suitable for each person.  -transfer from verbal to visual information in speaking.  -write the task.  -identify the purpose of the text.  - identify some of the stylistic features of a description of a place.  -write a description of a place. | 1.vocablury  2- speaking  3- listening  4- writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 3

Lesson : 3e

HOMEWORK : Workbook exercise