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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*what the dialogue talking about ?  .  \*Make dialogue in the class.  Mach the phrases.  Answer Qs  \*use the phrases in class  \*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. 3. \*Draw Ss' attention to the pictures and explain them.   \* Draw Ss' attention to the words/phrase in the dialogues.    \*Ask Ss some Qs:  -which of the activities mentioned do you like doing\would you like to try\ have you tried?  - Are they watching the same channel?  - What type of of holidays do you prefer?  - Do you usually take pictures during your holidays? Why\why not?  \*Ask Ss to read through the examples and draw their attention to the words in bold.  \*Refer Ss to the grammar reference (p.127) | Boring  Surprised  Frightened  Excited  Amazing  Interesting | 1. A. discuss   B. know activities mentioned in the dialogue .   1. present the different between adjective ending in –ed and –ing 2. the different between past simple & past progressive. 3. Talk in pairs . 4. Do some exercises | 1. LISTENING & READING  2.VOCABLURY  3.GRAMMAR  4.SPEAKING  HOMEWORK : Workbook exercise A-B-C |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 2

Lesson : 2a

What happened ?

Module : 2

Lesson : 2b just taste it!

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 . | 1. \*Ask Ss' the question in the dialogue .   \*Draw Ss' attention to the pictures.  \* Ask Ss' some questions:  What was the writer doing in Singapore?  Where was the writer when he smelt the durians?  Why did the writer walk home?....etc.  \*point out to Ss that the adjectives in the first column can be used to describe food.  \*explain to Ss that the adjectives sweet, bitter and fresh can be used to describe coffee…  \*ask Ss to read through the sentence 1-3  \*allow Ss some time to match the sentence 1-3 with the meaning a-c  \*check the answer with the class  \*in small groups, Ss take turns to asl and answer the question. | Bitter  Creamy  Fresh  Healthy  Salty  Sour  Spicy  Sweet  Tasty  Thick | 1. A. Discuss.  B.Read the text silently .  - answer the questions correctly.  2- use adjective which describe food  3.Use the past simple/ past progressive.  4.cooporate with groups | 1. Read  2- vocabulary  3.Grammar  4.Speaking |

HOMEWORK : Workbook exercise pages

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*Answers the questions in their books.  \* Mach the phrases.  \*Complete the practice .  \*write the stories on page 118 and 120 | -Drawing students attention to the words and phrases in the tow columns in the box.  -explain to Ss that these are adverbs and adverbial phrases.  - Check the answer with them .  \*Playing the CD .  \*ask some question:  -Have your ever seen a swarm of bees? If yes, how did you feel ?  -are there any insects you're afraid of? Why?  - Divide Ss in pairs.  - ask Ss to turn to the appropriate pages, look at the pictures and read through the words\phrases in the box.  -choose some pairs to narrate the stories.  \*Ask some question:  Has anything unbelievable ever happened to you ?  What happened?  \*Ask Ss to read through the story and answers the questions. | Suddenly  Finally  Fortunately  Amazingly  Then  Unfortunately | -use adverbs and adverbial phrases.  -listen to CD .  - repeat the words they hear.  -narrating a story and experience.  -Talk in pairs.    -know the introductory paragraph.  -know the main paragraph.  -know the final\concluding paragraph. | 1.vocabulary  2.listening  3. speaking    4. writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 2

Lesson : 2c

Believe it or not!

HOMEWORK : Workbook exercise p. 7&8

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| EVALUATION | PROCEDURE | **VOCABULARY** | Behavioral Objectives  Students will be able to.. | Content |
| \*answer the desert's questions.  \*describe the weather.  .  \*form the present perfect simple with have\has.  \*forms did you and have you.  \*talk about travel adventures. | \*ask Ss to tell you of any desert they know of and where the located.  \*ask some questions:  -how much of the Earth's surface do desert cover?  -what makes desert a mysterious and unfriendly place?  -what kind of places are desert?  Which is one of the biggest desert?....etc  \*ask Ss to read through the dialogue  \*point out to Ss that the verbs in bold are in the present perfect simple.  \*elicit answers and have Ss complete the rule.  \*make sure that Ss understand the use of the present perfect simple by relating it to the dialogue.  \*refer Ss to grammar reference p.128  \*play the CD and have Ss listen and repeat.  \*Ask Ss to tell you what they notice about the pronunciation of 'did you' and 'have you'  \*in pairs, Ss take turns to ask and answer question about each other's travel adventures.  \*choose some pairs to act out the dialogue. | **Below aero**  **Degrees**  **Drop**  **Heat**  **High**  **Ice**  **Lighting**  **Low**  **Thunder**  **Low**  **Snow**  **Storm** | Discuss :what do you know about deserts?  \*describe the weather of deserts by using new vocabularies  \*use the present perfect simple.  \*know the different between the present perfect simple and the past simple.  \*forms did you and have you.  \*use the structures and functions. | 1.reading  2. grammar  3. intonation  4.speaking |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 2

Lesson : 2d

Adventure.

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| * Make the connection between 'I've had' and 'for' and 'ago'. * answering the questions in their books. * Complete the practice . * Writing an e-mail. | \*ask Ss to read through the dialogue.  \*Draw Ss' attention to the words in bold.  \*ask Ss the question in the rubric.  \*point out to Ss that for refers to the duration of an action whereas since refers to the time when the action started.  \* refer Ss to grammar reference p.128-  \*ask some questions:  -have you ever lived abroad?  -would you like to live abroad? Why? Why not?  \*play the CD and have Ss do the matching.  \*Ask Ss the questions and generate discussin.  \* Ask Ss to read through the list of things that can help someone when learning English.  \*in pairs, Ss take turns to talk about the questions in the rubric.  \* Ask Ss some comprehension questions:  -why hasn't fred written to Abdul-Rahman for so long?  -what is fred going to need?  -have fred nd Abdul-Rhman seen each other recently | Abroad  Accept  Accommodation  Arrange  Exactly  Foreign  Make plans  Organise  Stressed  Take a course | - use present perfect simple with for, since, yet, already.  - Make the connection between 'I've had' and 'for' and 'ago'.  -have identify speaker's experience and attitudes .  -make a decision.  -talk in pairs.  - help someone when learning English.  -do an e-mail giving news. | 1- grammar  2- listening  3- Speaking  4- writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 2

Lesson : 2e

Broaden your mind.

HOMEWORK : Workbook exercise