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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 future will in a sentence.  \*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 ask them to tell you what they can say.   \*Ask Ss some Qs:  -have you ever been to an art gallery?  -do we need art? If so, why?  \*Ask Ss to read through the examples and draw their attention to the words in bold.  \*help them to deduce the different between the two phrases from the contest.  \*check the answer with the class.  \*point out to Ss that the words when, often, before, until, as soon as are used to introduce time clauses.  \*Refer Ss to the grammar reference (p.129)  \*ask Ss to look at the items and the price given.  \*in pairs, Ss discuss & decide on three items.  \*choose some Ss to act with the dialogue | Afford  Amount  By the way  I'm kidding  Bookend  Deliver  Vase  Coin  Lend  Note  Bill | -identify the main idea of the dialogue .  -use function and structure in the contest of the dialogue.  -distinguishing between two words.  -use the future "will"  -use the time clauses.  -discuss buying things and prices through a pair work activity  . | 1. LISTENING & READING  2.VOCABLURY  3.GRAMMAR  4.SPEAKING |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

HOMEWORK : Workbook exercise A-B-C

Module : 4

Lesson : 4a

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 4

Lesson : 4b

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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' to read through the texts .   \* Ask Ss' some questions:  -What did Wilbur Wright predict? -when did he make this prediction?  -how many TV sets are there in the world?  -who is Neil Armstrong?  \*ask Ss to read through the expression in the box.  \*Have Ss do the activity and check answers.  \*ask Ss to read through the two examples.  \*draw Ss' attention to the word in bold.  \*check the answer with the class .  \*refer to grammar reference (p.130)  \*in pairs, talk about what they think will happen in the future.  \*choose some pairs to present their predictions about the future to the class.  \*help Ss when necessary. | Atmosphere  Correct  Disappointed  Example  Last  Imagine  Nowadays  Technology  Succeed  Sky  Rocket  Total  TV set | 1. A. PRE-READING -reading for gist  - answer the questions correctly.  -deducing the meaning of unknown words from the text.  - use expression with make.  -Use will for production.  -use will have to and will be able to.  -make prediction about the future.  -cooperate with the group. | 1. Reading  2- vocabulary  3.Grammar  4.Speaking |

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*Answers the questions in their books.  \* Match the phrases.  \*Complete the practice . | - ask Ss to look at the abbreviations and explain that abbreviation is the process of making a word or phrase shorter by using only some of the letters of each word.  - Check the answer with them .  \* ask Ss to read through the dialogue.  \*draw Ss' attention to the words in bold.  \*have Ss do the activities and Check the answer with them .  \*refer to grammar reference (p.130)  \*Playing the CD and have Ss fill in the missing information.  \* Check the answer with them .  \* ask Ss to read through the notes\messages.  \*draw Ss' attention to the screen of the mobile phone and have them read through the SMS message.  \*Ask Ss to tell you how the SMS message is different to the notes. | Too  Enough  Cancel  Instead  Out of order  Paper  Run late  Stuck | -use the abbreviation.  -do some activities.  -use too and enough in a sentence.  -know the meaning of too and enough.  -listening for specific information through activity.  -write the task by relating it to their personal experience.  -identify the purpose and stylistic features of notes\messages.  -use the appropriate register and style in notes\massages. | 1.vocabulary  2.grammar  3. listening    4. writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 4

Lesson : 4c

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| \*Complete the practice  \*use defining relative clauses & relative pronouns Who, which , that.& relative adverb where.  \*Answers the questions in their books.  \*check the answers | \*make sure that Ss know the English names of the items shown in the pictures.  \*ask some questions:  -how much does it cost?  -what can a car have?  -what can you do with the Solar Jacket?  \*ask Ss to read through the columns.  \*allow Ss to do the matching.  \* Check the answer with the class.  \* ask Ss to read through the examples.  \*point out to them that who\that in the first sentence and which\that in the second sentence are the subject of the verbs of the respective relative clause, while which\that in the third sentence is the object of the verb of the relative clause and can be omitted.  \*in pairs, Ss take turns to play the guessing game.  \*point out to Ss that is important to use the relative pronouns and the relative adverb as instructed. | Antivirus program  Button  Charge  Coffee maker  Dead battery  Create  Dust  Energy  Password  Plug in  Handy | \*introduce the topic of the reading.  \*use vocabulary, function, structure in the context of the text.  \*use the structures and functions.  \*know the collocation related to technology.  \*use defining relative clauses.  \*use relative pronouns Who, which , that.  \*use relative adverb where.  \*defining people and things.  \*give information about them. | 1.reading  2. vocabulary  3. grammar  4.speaking |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 4

Lesson : 4d

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral Objectives  Students will be able to.. | Content |
| * Form adjective. * answering the questions in their books. * Complete the practice .   - do the matching. | \*Draw Ss' attention to the note and explain it.  \*ask Ss to read through the examples.  \*ask Ss the question in the rubric.  \*point out to Ss that not all adjective necessarily take both suffixes.  \*play the CD and have Ss do the matching.  \* Check the answer with the class.  \*in group of four, Ss discuss the advantages and disadvantages of mobile phones and write their notes in the table.  \* Check the answer with the class.  \* Ask Ss some comprehension questions:  -what can happen if u use the computer for many hours?  -what can make people stop socializing with other people?  -what can people who have internet connection do?  -why are computers that have an internet connection not safe? | Addicted  Annoying  Harmful  Useless  Helpless  Successful  As a result  First of all  In addition  Lastly  Personally | - use adjective suffix (-full and-less)  -form adjective use adjective suffix.  -have identify speaker's experience and attitudes .  -discuss the advantages and disadvantages of mobile phones and making a decision.  -talk in pairs.  -identify purpose and some of the stylistic features of paragraphs expressing opinions.  -use linking words.  -write a paragraph expressing their opinion on mobile phone. | 1- vocabulary  2- listening  3- Speaking  4- writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 4

Lesson : 4e

HOMEWORK : Workbook exercise