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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral ObjectivesStudents will be able to.. | Content |
| \*what the dialogue talking about ?\*Make dialogue in the class.\*Answer Qs\*Complete the practice .\*cooperate with the group.  | \* Ask Ss' some questions:-what is the doctor name?-why can't he make an appointment for the same day?-when is his appointment?1. \*Play the CD. Ss' listen and follow in their books.
2. \*Draw Ss' attention to the pictures and ask them to tell you what they can say.

\*draw Ss' attention to the NOTE and explain it.\*encourage Ss to deduce the meaning of the phrasal verb from the context.\*point out to Ss that these are some example of full and bare infinitive.\*make sure that Ss understand the difference between the full and bare infinitive.\*ask Ss to read through the instruction.\*point out to Ss that they can use the three dialogue in the first activity as models.\*in group, Ss take turns to act out the conversation according to the allocated roles.  | Allergy Bones Cough Examine Pain Illness Patient Painkiller Available Get rest Sneeze Hang on  | -identify the specific information in the dialogue .-read for gist.-use vocabulary, function, structure in the context of the dialogue.-use phrasal verbs.-use the full infinitive.- use the bare infinitive .- use vocabulary, function, structure by simulating conversations. . | 1. LISTENING & READING2.VOCABLURY 3.GRAMMAR 4.SPEAKING  |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

HOMEWORK : Workbook exercise A-B-C

Module : 5

Lesson : 5a

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 5

Lesson : 5b

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral ObjectivesStudents will be able to.. | Content |
| \*Answers the questions in their books.\*Check the answers with the class\* Complete the practice . | 1. \*Ask Ss' to look at the picture accompanying the text and tell you what they can see.

\* Ask Ss' some questions:-what methods did they use in the past to show the location of the ship.-what did they use in the past to make a ship hear you?-when did sailors start using Morse Code message asking for help? \*ask Ss to read through the prepositional phrases in the box.\*point out to Ss that the phrases in the beginning\end are used as adverbs, while the phrase at the beginning\end + of is followed by a noun.\*ask Ss to read through the examples and draw their attention.\*ask Ss to read through the table containing the uses of the -ing form.\*refer to grammar reference (p.131)  | In a hurry In common In danger In factBell Development Flag Upside down Stand for Simple Sound Sink Perhaps ship | 1. A. PRE-READING-reading for gist-use vocabulary, function, structure in the context of the dialogue.- use prepositional phrases with in. -Use the ing form. | 1. Reading2- vocabulary 3.Grammar |

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral ObjectivesStudents will be able to.. | Content |
| \*Answers the questions in their books.\* Match the phrases.\*Complete the practice . | - ask Ss to read through each extract and draw their attention.-point out to Ss that these word related to various problems.- Check the answer with them .\* ask Ss to read through the dialogue.\*explain to Ss that these are the model verbs should and had better.\*refer to grammar reference (p.131) \*Playing the CD and have Ss listen and decide if the statement are true or false. \* Check the answer with them .\* ask Ss to read through the ideas in the respective boxes.\*draw Ss' attention to the speech bubble.\*Ask Ss Qs:-how does Ali feel while he's writing to doctor Selman?-how did he feel as he walked to the front of the lecture theatre? | A fear of Advice Anxiety Deal withSuffer from Focus on Fellow student Beat Sweat Tip Vitamin Suggest Colleague  | -use the vocabulary related to various problems. -use should and had better.-listening for specific information.-ask and give advices about a problem. -write the task by relating it to their personal experience.-identify some stylistic features of a letter asking for advice and of a letter giving advice. | 1.vocabulary 2.grammar3. listening  4.speaking 6.writing   |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 5

Lesson : 5c

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral ObjectivesStudents will be able to.. | Content |
| \*Complete the practice\*Answers the questions in their books.\*check the answers | \*ask some questions:-what kind of trains was derailed?-where was it derailed?-how fast was the train going?-what happened with the train?\* have Ss do the activity and Check the answer with the class.\*ask Ss to read through each set of sentence.\*provide Ss with further definition and\or examples.\* ask Ss to read through the examples in the active and in the passive voice respectively.\*draw Ss attention to the verbs in bold.\*Check the answer with the class.\*refer to grammar reference (p.131) \*ask Ss to read through the newspaper headlines.\* point out to Ss that headlines do not usually include article, possessive, auxiliary verbs, etc…\*in pairs, in group, Ss take turns to describe what happened in each of the news article. | Ambulance Be on fire Burn Crash Die Tragedy Survivor A flock of Completely Engine PullSheep  | -reading for gist-use vocabulary, function, structure in the context of a newspaper article.-identify the specific information in the newspaper article.\*distinguish between words.\*use the present simple and the past simple of the passive voice.\*distinguish between the active and the passive voice.-use vocabulary, function, structure through an oral activity.  | 1.reading2. vocabulary 3. grammar 4.speaking |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 5

Lesson : 5d

HOMEWORK : Workbook exercise

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| EVALUATION | PROCEDURE | VOCABULARY | Behavioral ObjectivesStudents will be able to.. | Content |
| \*check the answers* answering the questions in their books.
* Complete the practice .
 | \*ask Ss to read through the sentence.\*point out to Ss that there are idioms which describe people's feelings.\*have Ss decide what the idioms express and match them with the express in bold.\*ask Ss to look at the pictures.\*play the CD and have Ss listen carefully.\* Check the answer with the class.\*ask Ss to imagine that they're the person the arrow points to in each one of them and describe what happened to them and how they felt.\* Choose Ss to describe what happened and their feelings.\* Ask Ss some comprehension questions:-who was the writer travelling with?-were there many people on the train?-how long did the writer have to wait to get some coffee? -what did the writer realize as soon as he sat down with his coffee?\*explain any unknown words. | Almost Embarrassed Sip SpillTouch Turn off Wave Furious Bump into Apologise Not believe your eyes.Cry   | - use some idioms describing feelings.-use visual prompts to predict the content of the listening text .-transfer from verbal to visual information.-listen for specific information through a True\False activity.-give an account of an annoying and embarrassing incident by transferring from verbal to visual information.-understand the main points of an account.-identify the purpose and some stylistic features of an account.  | 1- vocabulary2- listening 3- Speaking 4- writing  |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 5

Lesson : 5e

HOMEWORK : Workbook exercise