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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.  \*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 & READING  2.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 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 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 fact  Bell  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. Reading  2- vocabulary  3.Grammar |

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 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 with  Suffer 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.grammar  3. 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 Objectives  Students 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  Pull  Sheep | -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.reading  2. 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 Objectives  Students 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  Spill  Touch  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- vocabulary  2- listening  3- Speaking  4- writing |

Date \ \1433 AH

Class 1 , 2, 3 ,4 , 5

Period :

Module : 5

Lesson : 5e

HOMEWORK : Workbook exercise