

**Republic of Iraq
Ministry of Education
General Directorate of Education in Najaf**

Adam Intermediate School for Boys

The daily plan

**Third Intermediate classes
Division a , b , c**

2017 / 2018

**Hasanain M.R. Al-Hamdani
Teacher of English**

Day : Monday
Date : 2 / 10 / 2017

39 yrs.

green

married

watermelon

Hasanain Al - Hamdani

be on time

Pizza

read books

3 kids

Classroom rules

1. Respect each other .
2. Be on time .
3. Listen to the teacher and follow directions .
4. Put your hand up if you want to speak / answer .
5. Bring the right equipment to our lessons .
6. Share with others .
7. Always work hard .

Classroom language

Sentence Verb	Subject pronoun Adverb	Adjective	Auxiliary Noun	
Look repeat	listen match	read answer complete	write suggest text	correct mention

Unit : one	At the mall	Day : Tuesday
Lesson : one		Date : 3 / 10 / 2017
Objectives		
<ol style="list-style-type: none"> 1. Talk about things (at the mall) . 2. Learn about singular & plural . 3. Talk about students preferences (like & dislike) . 4. Reading for gist , specific information and vocabulary development . 		
Language		
<ol style="list-style-type: none"> 1. There is + singular N. 2. There isn't + singular N. 3. There are + plural N. 4. There aren't + plural N. 5. Has / Have got 		
Vocabulary		
clock , information desk , queue , security guard , shop assistant , plant , cinema , lift , escalator		
Presentation		
<ol style="list-style-type: none"> 1. Ask some student's ' Have you been to the mall ? ' 2. Get students to think about the topic & guessing the answer . 3. Ask students ' What do you know about supermarkets , malls ? ' 4. Ask students to look at the pictures in the SB and match them with the words . 5. In groups , students read the text for specific information to answer the questions ' What does Richard say ? What does he like ? ' 6. Have some students to talk about local market ' orally ' . 7. Students have to notice the grammar item in the text by ' underlining ' it . 8. Ask students to find another examples about grammar . 		
Homework		
Students do exercises in the AB on page (3 , 4)		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : one	At the mall	Day : Wednesday
Lesson : one		Date : 4 / 10 / 2017
Objectives		
<ol style="list-style-type: none"> 1. Talk about things (at the mall) . 2. Learn about singular & plural . 3. Talk about students preferences (like & dislike) . 4. Reading for gist , specific information and vocabulary development . 		
Language		
<ol style="list-style-type: none"> 1. There is + singular N. 2. There isn't + singular N. 3. There are + plural N. 4. There aren't + plural N. 5. Has / Have got 		
Vocabulary		
clock , information desk , queue , security guard , shop assistant , plant , cinema , lift , escalator		
Presentation		
<ol style="list-style-type: none"> 1. Ask some student's ' Have you been to the mall ? ' 2. Get students to think about the topic & guessing the answer . 3. Ask students ' What do you know about supermarkets , malls ? ' 4. Ask students to look at the pictures in the SB and match them with the words . 5. In groups , students read the text for specific information to answer the questions ' What does Richard say ? What does he like ? ' 6. Have some students to talk about local market ' orally ' . 7. Students have to notice the grammar item in the text by ' underlining ' it . 8. Ask students to find another examples about grammar . 		
Homework		
Students do exercises in the AB on page (3 , 4)		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : one	At the mall	Day : Thursday
Lesson : one		Date : 5 / 10 / 2017
Objectives		
<ol style="list-style-type: none"> 1. Talk about students preferences (like & dislike) . 2. Reading for gist , specific information and vocabulary development . 		
Language		
<ol style="list-style-type: none"> 1. There are + plural N. 2. There aren't + plural N. 3. Has / Have got 		
Vocabulary		
clock , information desk , queue , security guard , shop assistant , plant , cinema , lift , escalator		
Presentation		
<ol style="list-style-type: none"> 1. Have some students to talk about local market ' orally ' . 2. Students have to notice the grammar item in the text by ' underlining ' it . 3. Ask students to find another examples about grammar . 		
Homework		
Students do exercises in the AB on page (3 , 4)		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : one	Hurry up ! It's time to go	Day : Sunday
Lesson : Two		Date : 8 / 10 / 2017
Objectives		
<ol style="list-style-type: none"> 1. Learn how to write & say time . 2. Learn about present & past continuous . 3. Listening strategies . 4. Reading for gist to write notes . 		
Language		
<ol style="list-style-type: none"> 1. Present continuous . 2. Past continuous . 		
Vocabulary		
Worried , past , to , queue , hurry up , floor		
Presentation		
<ol style="list-style-type: none"> 1. Ask some students to read the title aloud . 2. Ask some students " What time is it ? . " . 3. Point to a clock & make some students say the time . 4. Students work in pairs , find out the time & say it orally . 5. Play the audio & some students point to the correct picture . 6. Explain the present & past continuous tense . 7. Ask students to find another examples about grammar . 		
Homework		
Students do exercises in the AB on page 3 / 4 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Hurry up ! It's time to go	Day : Monday
Lesson : Two		Date : 9 , 10 , 2017
Objectives		
<ol style="list-style-type: none"> 1. Learn how to write & say time . 2. Learn about present & past continuous . 3. Listening strategies . 4. Reading for gist to write notes . 		
Language		
<ol style="list-style-type: none"> 1. Present continuous . 2. Past continuous . 		
Vocabulary		
Worried , past , to , queue , hurry up , floor		
Presentation		
<ol style="list-style-type: none"> 1. Ask some students to read the title aloud . 2. Ask some students " What time is it ? . " . 3. Point to a clock & make some students say the time . 4. Students work in pairs , find out the time & say it orally . 5. Play the audio & some students point to the correct picture . 6. Explain the present & past continuous tense . 7. Ask students to find another examples about grammar . 		
Homework		
Students do exercises in the AB on page 3 / 4 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Hurry up ! It's time to go	Day : Tuesday
Lesson : Two		Date : 10 , 10 , 2017
Objectives		
1. Learn about present & past continuous . 2. Listening strategies . 3. Reading for gist to write notes .		
Language		
1. Present continuous . 2. Past continuous .		
Vocabulary		
Worried , past , to , queue , hurry up , floor		
Presentation		
1. Explain the present & past continuous tense . 2. Ask students to find another examples about grammar .		
Homework		
Students do exercises in the AB on page 3 / 4 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Hurry up ! It's time to go	Day : Wednesday
Lesson : Two		Date : 11 , 10 , 2017
Objectives		
1. Learn about past continuous . 2. Listening strategies . 3. Reading for gist to write notes .		
Language		
1. Past continuous .		
Vocabulary		
worried , past , to , queue , hurry up , floor		
Presentation		
1. Explain the past continuous tense . 2. Ask students to find another examples about grammar .		
Homework		
Students do exercises in the AB on page 5 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Car of the Year !	Day : Thursday
Lesson : Three		Date : 12 , 10 , 2017
Objectives		
<ol style="list-style-type: none"> 1. Learn about present simple tense . 2. Learn about adjectives and adverbs . 3. Reading an article individually . 		
Language		
1. Present simple .		
Vocabulary		
airbags , CD player , electric windows , GPS , sunroof , tinted windows		
Presentation		
<ol style="list-style-type: none"> 1. Explain the present simple tense . 2. Students work in pairs , matching the numbered car extras with the words . 3. Ask some students to read the article individually . 4. Students work in groups , answering " Does the writer like the Panther 3.0D ? " 5. Students work in groups , answering " Is the car in the picture the Panther 3.0D ? " <p>I will ask students " Why is the Panther 3.0D a safe car ? "</p>		
Homework		
Students do exercises in the AB on page 7 / 9 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Hasanain Al-Hamdani

Unit : One	Car of the Year !	Day : Wednesday
Lesson : Three		Date : 18 , 10 , 2017
Objectives		
<ol style="list-style-type: none">1. Learn about present simple tense .2. Learn about adjectives and adverbs .3. Reading an article individually .		
Language		
<ol style="list-style-type: none">1. Present simple .		
Vocabulary		
airbags , CD player , electric windows , GPS , sunroof , tinted windows		
Presentation		
<ol style="list-style-type: none">1. Explain the present simple tense .2. Students work in pairs , matching the numbered car extras with the words .3. Ask some students to read the article individually .4. Students work in groups , answering " Does the writer like the Panther 3.0D ? "5. Students work in groups , answering " Is the car in the picture the Panther 3.0D ? " <p>I will ask students " Why is the Panther 3.0D a safe car ? "</p>		
Homework		
Students do exercises in the AB on page 7 / 9 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Buying and selling	Day : Thursday
Lesson : Four		Date : 19 , 10 , 2017
Objectives		
<ol style="list-style-type: none"> 1. Develop listening skill for general meaning . 2. Listening for specific information . 3. Learn about compound words . 4. Learn about giving reason . 		
Language		
<p style="text-align: center;">To give reason for something , we have three expressions :</p> <p>(1) sent.1 + to help you + sent.2 (2) sent.1 + so you can + sent.2</p>		
Vocabulary		
Comfortable , mountain bike , disc brakes , put up , suspension		
Presentation		
<ol style="list-style-type: none"> 1. I will explain the task . 2. I will play the audio , and ask students to identify the objects that people describing . 3. Ask students to work in pairs , discussing the new vocabulary (compound words) . 4. Explain " giving reason " and students listen again to notice a grammatical structure . 5. Ask students to show some more examples about the compound words on page 4 & 7 in SB . 		
Homework		
Students do exercises in the AB on page 10 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	What are they for ?	Day : Monday
Lesson : Five		Date : 23 , 10 , 2017
Objectives		
<p>1. Understanding the language of advertising . 2. Write an email to a friend .</p>		
Language		
<p style="text-align: center;">To give reason for something , we have three expressions :</p> <p>(1) sent.1 + to help you + sent.2 (2) sent.1 + so you can + sent.2</p>		
Vocabulary		
cool = fashionable , stylish		
Presentation		
<p>1. I'll start the lesson with a quick review of ' how things help ' . 2. I'll ask students to work in pairs or small groups to think of their responses . 3. I'll discuss advertising as an industry and what it's for ? 4. Students read the 4 adverts . 5. I'll introduce the matching activity on SB9 . 6. I'll ask students to write an email about their own item as the one in the advert .</p>		
Homework		
Students do exercises in the AB on page 11 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	What do they look like ?	Day : Tuesday
Lesson : six		Date : 24 , 10 , 2017
Objectives		
<ol style="list-style-type: none"> 1. Read for specific information . 2. Describe people orally and in writing . 		
Language		
Language for describing people He / She is ... , He / She has ... , He / She is wearing ...		
Vocabulary		
appearance , artistic , character , friendly , hardworking , sporty , musical		
Presentation		
<ol style="list-style-type: none"> 1. I'll describe what students in the class are wearing for others to guess . 2. I'll do the same for describing appearance . 3. I'll tell the students to study the language tables & think about how to describe them . 4. I'll write the language for describing people on the board . Students work in pairs to describe the appearance of the people in the small pictures at the bottom of the page . 5. If I have enough time , I'll introduce the theme of this year project , storytelling 		
Homework		
Students do exercises in the AB on page 12 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Good friends	Day : Wednesday
Lesson : seven		Date : 25 , 10 , 2017
Objectives		
<ol style="list-style-type: none"> 1. Develop vocabulary for describing characteristics of people . 2. Read for specific information . 3. Make positive and negative comments about people . 4. Develop writing at sentence and text level . 5. Write an email describing a friend . 		
Language		
1. Adjectives		
Vocabulary		
cool , guy , helpful , in common , good fun , talkative		
Presentation		
<ol style="list-style-type: none"> 1. I'll use the pictures of Ahmed & Sally to revise descriptions of people . 2. I'll introduce the first email . 3. I'll ask students to look at the words in red and find out a few things about Sally . 4. I'll clarify the meaning of the new words . 5. I'll introduce the second email . 6. I'll ask students to look quickly at the adjectives to see if they can find things that Sally & Ahmed have in common . 7. I'll tell the students to make the sentences more polite in AB Exercise C . 		
Homework		
Students do exercises in the AB on page 12 - 14 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Good friends	Day : Thursday
Lesson : seven		Date : 26 , 10 , 2017
Objectives		
<ol style="list-style-type: none"> 1. Develop vocabulary for describing characteristics of people . 2. Read for specific information . 3. Make positive and negative comments about people . 4. Develop writing at sentence and text level . 5. Write an email describing a friend . 		
Language		
1. Adjectives		
Vocabulary		
cool , guy , helpful , in common , good fun , talkative		
Presentation		
<ol style="list-style-type: none"> 1. I'll use the pictures of Ahmed & Sally to revise descriptions of people . 2. I'll introduce the first email . 3. I'll ask students to look at the words in red and find out a few things about Sally . 4. I'll clarify the meaning of the new words . 5. I'll introduce the second email . 6. I'll ask students to look quickly at the adjectives to see if they can find things that Sally & Ahmed have in common . 7. I'll tell the students to make the sentences more polite in AB Exercise C . 		
Homework		
Students do exercises in the AB on page 12 - 14 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Writing an advert	Day : Sunday
Lesson : eight		Date : 29 , 10 , 2017
Objectives		
1. Project : design an advert .		
Language		
1. Comparatives : big / bigger / biggest , most / least expensive , best .		
Vocabulary		
Battery-powered , rotate , bright , colours , changeable		
Presentation		
<p>1. I'll remind students that the information on SB 12 is input for an advert .</p> <p>2. Students should have looked at the page & worked out the meaning of unknown words .</p> <p>3. I'll organize the students into pairs to ask & answer questions about the three types of toothbrushes shown in the adverts.</p> <p>4. In pairs , students should choose the toothbrush that they would like to buy . Then , they explain why they have chosen this one rather than others .</p> <p>5. Students working individually to complete AB 14 Exs A / B & then compare their answers with a partner .</p> <p>6. I'll tell the students to produce their own advert. While they work , I'll go round the class helping them with vocabulary .</p>		
Homework		
Students do exercises in the AB on page 14 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Lucky customer 50	Day : Monday
Lesson : Ten		Date : 30 , 10 , 2017
Objectives		
Read a story for comprehension .		
Language		
-		
Vocabulary		
Imaginative , patience , rewarded , successful , surge		
Presentation		
<p>1. I'll elicit the story title . Then , I'll ask what the students think the story might be about .</p> <p>2. I'll elicit the (4) questions orally , then I'll tell the students to read the story and find the answers .</p> <p>3. I'll tell the students to fill in the summary chart in AB 17 .</p>		
Homework		
-		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : One	Lucky customer 50	Day : Tuesday
Lesson : Ten		Date : 31 , 10 , 2017
Objectives		
Read a story for comprehension .		
Language		
-		
Vocabulary		
Imaginative , patience , rewarded , successful , surge		
Presentation		
<p>1. I'll elicit the story title . Then , I'll ask what the students think the story might be about .</p> <p>2. I'll elicit the (4) questions orally , then I'll tell the students to read the story and find the answers .</p> <p>3. I'll tell the students to fill in the summary chart in AB 17 .</p>		
Homework		
-		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	A perfect holiday	Day : Sunday
Lesson : one		Date : 12 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Revise vocabulary in the area of leiser . * Talk about like and dislike . 		
Language		
Verbs of like and dislike + gerund .		
Vocabulary		
* horse riding , camping , fishing , sailing .		
Presentation		
<ul style="list-style-type: none"> * I'll introduce and explain the unit topic : Spare time activities . * I'll tell the students open their books on page 15 , and use the pictures to discuss what people can do in Tourist City . * I'll tell the students to read the advertisement and match the phrases to the pictures . * I'll ask the students to look at the language table and make sentences . 		
Homework		
Students do exercise in AB - P. 20 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	Spare time	Day : Monday
Lesson : two		Date : 13 , 11 , 2017
Objectives		
<ul style="list-style-type: none">* Listen for detailed information .* Make suggestions orally and in writing .* Practice making and rejecting suggestions in pairs .		
Language		
Language of suggestions and preferences .		
Vocabulary		
-		
Presentation		
<ul style="list-style-type: none">* I'll play track (5) to help them focus on the conversation as a whole .* I'll ask students to listen & work out how many boys are talking .* I'll ask students where the boys decided to go ? .* I'll ask the students to study the language table and work out correct sentences .* In pairs , students discuss whether they would like to do what people are doing in the pictures .		
Homework		
Students do exercise in AB - P. 21 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	My favourite kind of book	Day : Tuesday
Lesson : three		Date : 14 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Develop vocabulary for different types of stories . * Complete a book review . * Give oral opinion about a story . 		
Language		
Past simple for narrative (including passive) .		
Vocabulary		
adventure , comedy , fiction , horror , travel , think of (= opinion) , character , ending , blurb		
Presentation		
<ul style="list-style-type: none"> * I'll explain that in this lesson students will be talking about different kinds of stories . * I'll explain that each of the short texts is a review of the book in the picture . * I'll ask students to read the short review to find the word to describe the book . * I'll ask the students to shut their book to find the words in the wordsearch . * In pairs , students complete the text using the words in the box . 		
Homework		
Students do exercise in AB - P. 22 - 23 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	work or play ?	Day : Wednesday
Lesson : four		Date : 15 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Listen for questions & answers . * Contrast present & past simple . * Give oral opinion about a story . 		
Language		
Present & Past simple.		
Vocabulary		
Audition , play (= act) , actor , break (= rest) , scream , part (in a TV programme) .		
Presentation		
<ul style="list-style-type: none"> * I'll elicit very brief information from a variety of students about a story they have read * I'll get two students to talk in more details about their books . * I'll ask students to match the questions and answers . * I'll ask the students in pairs , to write a list of new questions in their copybooks . * Students listen carefully to the questions the children ask Lucy . * Elicit examples of each tense (past & present simple) from the class & write them on the board . * Student find out 9 mistakes in the text & correct them . 		
Homework		
Students do exercise in AB - P. 23 - 24 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	work or play ?	Day : Thursday
Lesson : four		Date : 16 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Listen for questions & answers . * Contrast present & past simple . * Give oral opinion about a story . 		
Language		
Present & Past simple.		
Vocabulary		
Audition , play (= act) , actor , break (= rest) , scream , part (in a TV programme) .		
Presentation		
<ul style="list-style-type: none"> * I'll elicit very brief information from a variety of students about a story they have read * I'll get two students to talk in more details about their books . * I'll ask students to match the questions and answers . * I'll ask the students in pairs , to write a list of new questions in their copybooks . * Students listen carefully to the questions the children ask Lucy . * Elicit examples of each tense (past & present simple) from the class & write them on the board . * Student find out 9 mistakes in the text & correct them . 		
Homework		
Students do exercise in AB - P. 23 - 24 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	work or play ?	Day : Monday
Lesson : four		Date : 20 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Contrast present & past simple . * Give oral opinion about a story . 		
Language		
Past simple.		
Vocabulary		
Audition , play (= act) , actor , break (= rest) , scream , part (in a TV programme) .		
Presentation		
<ul style="list-style-type: none"> * I'll ask the students in pairs , to write a list of new questions in their copybooks . * Students listen carefully to the questions the children ask Lucy . * Elicit examples of each tense (past & present simple) from the class & write them on the board . * Student find out 9 mistakes in the text & correct them . 		
Homework		
Students do exercise in AB - P. 23 - 24 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	Two conversations	Day : Tuesday
Lesson : five		Date : 21 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Perform conversations to practice giving opinion and advice . * Develop a range of questions . 		
Language		
<ul style="list-style-type: none"> * Past simple. * Adjectives . * Use of ellipsis in sentences . 		
Vocabulary		
Anyway , director , cockroach , killer , low budget , taxi driver , title , topic , zapped		
Presentation		
<ul style="list-style-type: none"> * I'll introduce the situation – there are (2) sets of people talking about films they watched yesterday . * Students will listen to the two conversations & find out if the people like or dislike the films . * I'll ask students to shut their books and discuss whatever else the students managed to hear . * I'll ask the students in pairs , to write a list of new questions in their copybooks . * Students guess the meaning of the new words . * Students work in pairs & complete as much as they can of the question matching (AB24ExA/B) . 		
Homework		
Students do exercise in AB - P. 24 - 25 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	Two conversations	Day : Wednesday
Lesson : five		Date : 22 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Perform conversations to practice giving opinion and advice . * Develop a range of questions . 		
Language		
* Past simple.	* Adjectives .	* Use of ellipsis in sentences .
Vocabulary		
Anyway , director , cockroach , killer , low budget , taxi driver , title , topic , zapped		
Presentation		
<ul style="list-style-type: none"> * I'll introduce the situation – there are (2) sets of people talking about films they watched yesterday . * Students will listen to the two conversations & find out if the people like or dislike the films . * I'll ask students to shut their books and discuss whatever else the students managed to hear * I'll ask the students in pairs , to write a list of new questions in their copybooks . * Students guess the meaning of the new words . * Students work in pairs & complete as much as they can of the question matching (AB :24 – Ex : A / B) . 		
Homework		
Students do exercise in AB - P. 24 - 25 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	A TV comedy	Day : Thursday
Lesson : six		Date : 23 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Read for gist and detailed understanding . * Match phrases to form compound and complex sentences . 		
Language		
* Compound and complex sentences .		
Vocabulary		
clumsy , puddle , spill (v.)		
Presentation		
<ul style="list-style-type: none"> * I'll ask students to read the short review extracts' . * I'll ask students questions like : Who is the schoolgirl ? Who thinks the TV comedy is wonderful ? / Should it be funny ? . * I'll discuss what is happening in the pictures . * I'll ask the students to read the rest of the passage and match the other four pictures . 		
Homework		
Students do exercise in AB - P. 25 - 26 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	Invitations	Day : Sunday
Lesson : seven		Date : 26 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Read and understand invitations and advertisements . * Complete invitations . * Transfer information to a table . 		
Language		
* language of inviting .		
Vocabulary		
Shall I ... ? , By the way , graduation , prefer , in advance , circus , free (Are you - ?)		
Presentation		
<ul style="list-style-type: none"> * I'll ask students to talk to their partner about the film , they've prepared for homework using the past simple tense . * I'll invite individual students to tell the class about their film . * I'll discuss what students can see on SB21 . * I'll ask the students to shut their book . Then I'll elicit the language of invitation . * I'll ask some questions to encourage the students to scan for information . * I'll establish that the answers are in the adverts & I'll make sure the students know what to do . 		
Homework		
Students do exercise in AB - P. 28 - 29 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	My favourite movie	Day : Monday
Lesson : eight		Date : 27 , 11 , 2017
Objectives		
* Write a factual information in a table .		
Language		
* Revision .		
Vocabulary		
Released , especially , tragically		
Presentation		
<ul style="list-style-type: none">* I'll ask students to close their books , I'll elicit the names of student's favourite film and the reason why they like that film ?* I'll ask students to open their book & look at the fact file , then students work on their own to add the words to the text .* I'll tell the students I'll do a quick quiz of information in the fact file .* I'll briefly discuss the difference between facts and opinion .* I'll ask students to start work on their fact file .		
Homework		
Students do exercise in AB - P. 30.		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Two	What is your hobby ?	Day : Tuesday
Lesson : ten		Date : 28 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Develop reading for gist and detailed understanding . * Guess new words from context . 		
Language		
-		
Vocabulary		
Hobby , spare time , fishing , relaxation / relaxing , creative , jewellery-making , blanket weaving , loom		
Presentation		
<ul style="list-style-type: none"> * I'll elicit the title. I'll tell the students to read the first paragraph carefully & find out what a hobby is ? Then , I'll tell the students to read the rest of the article quickly and find four of the most popular hobbies in Iraq . * I'll tell the students to listen & follow the text in their books. * I'll discuss some of the hobbies the students have read about . I'll highlight the ing ending to make the noun from a verb, e.g. , swimming . * I'll the students to label the photographs with the hobbies from the text . 		
Homework		
Students do exercise in AB - P. 32 .		
Material		
Students & activity book , colorful pens , pictures		
Teacher signature		Headmaster signature

Unit : Three	Our world	Wednesday
Lesson : one		Date : 29 , 11 , 2017
Objectives		
<ul style="list-style-type: none">* Reactivate and develop vocabulary related to nature .* Use adjectives to describe animals .* Complete sentences with the correct verbs .* Study and practice different ways of making comparisons .* Play a language game .		
Language		
* Revision and expansion of vocabulary, Comparative forms of adjective s; (not) as + adjective + as		
Vocabulary		
Natural , category, bear, duck, sheep, stork, camel, jackal, habitat, consonant, compare, comparative, superlative, vowel.		
Presentation		
<ul style="list-style-type: none">* I'll elicit the meaning of the four categories and the examples orally.* I'll tell the students to find each example in the picture.* I'll tell the students they have a quiz on the words in this lesson later in the week.* Students work in pairs and write two more examples of each category.* I'll elicit the answers from each pair and write them on the board.* I'll go through the example sentences and the corresponding explanations.* I'll remind the students that <i>less</i> is the opposite of <i>more</i>.* I'll go through the other way of comparing things with as ... as.* I'll give the students another example, using two students in the class.		
Homework		
Students do exercise A, B, C & D in AB - P. 35 - 36 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	Our world	Thursday
Lesson : one		Date : 30 , 11 , 2017
Objectives		
<ul style="list-style-type: none"> * Complete sentences with the correct verbs . * Study and practice different ways of making comparisons . * Play a language game . 		
Language		
* Comparative forms of adjective s; (not) as + adjective + as , superlative		
Vocabulary		
consonant, compare, comparative, superlative, vowel.		
Presentation		
<ul style="list-style-type: none"> * I'll go through the other way of comparing things with as ... as. * I'll give the students another example, using two students in the class. * I'll go through the spelling rule and present consonant . * I'll tell the students to do the exercise in five minutes and I'll elicit the answers orally. * I'll check that students understand to do Exercise C. & I'll elicit the answers orally when they finish. * I'll play the guessing game and tell the students to choose an animal or bird without saying which one. The students prepare a description of it using <i>bigger than</i> and <i>not as big as</i> and one or two other adjectives. * I'll ask a student to read or say his description. The student who guesses the animal correctly takes the next turn. 		
Homework		
Students do exercise A, B, C & D in AB - P. 35 - 36 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	Our growing world	Sunday
Lesson : two		Date : 3 , 12 , 2017
Objectives		
<ul style="list-style-type: none">* Use headlines and pictures to predict content of newspaper articles .* Listen for specific information; write notes.* Speculate about future changes .		
Language		
* First conditional: <i>If + present + will</i> , measurements and abbreviations.		
Vocabulary		
Increase (v, n), cause, at a rate of, expect, life expectancy, column, continue, per		
Presentation		
<ul style="list-style-type: none">* I'll elicit the three newspaper headlines orally . I'll revise rise and population .* I'll present increase. Then I'll ask students what they know about these topics.* I'll set the task and present expect and the noun expectancy.* I'll tell the students to write numbers in the gaps.* Before introducing the activity book exercise, I'll ask students to make each headline into a sentence orally.* I'll tell the students to write the sentences in the first column in exercise A.* I'll read the rubric and present column. I'll present rate of change & per.* I'll tell the students to listen and write notes in the second column.* I'll elicit answers and write them on the board.* I'll ask students " Why the population is increasing?" , cuz (people are living longer).		
Homework		
Students do exercise A, B, C & D in AB - P. 37 - 38 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>I hate spiders</i>	Monday
Lesson : three		Date : 4 , 12 , 2017
Objectives		
<ul style="list-style-type: none"> * Express and agree/disagree with feelings and attitudes. * Use a picture to predict feelings and attitudes of two people; listen to check. 		
Language		
<ul style="list-style-type: none"> * Expressions of agreement/disagreement. * Introduce of the second conditional. 		
Vocabulary		
I don't mind, so do I, Neither do I, spider, suppose, harmless, useful, outside		
Presentation		
<ul style="list-style-type: none"> * I'll elicit all the students A/B text and present the new expressions. * I'll circulate and listen to each group briefly without interrupt them. * Where students are reluctant to participate , I'll join in the discussion. * I'll introduce Exercise A. I'll elicit the answers orally. Then they write them in their activity book. * I'll open pairs to practice saying the exchanges aloud. * I'll read the first rubric, then ask a student to read the four questions aloud. * I'll elicit answers to each question without confirm or correct them. Students will listen for the correct answers. * I'll organize the students into groups of three. Students open their books to look at the project section on page 84. * Students are going to read two opening paragraphs for two different types of stories. * I'll ask students to look at the pictures and try to guess, which type of story each one is? * I'll allow them some time to make some notes about how the story could continue . 		
Homework		
Students do exercise A & C in AB - P. 38 - 39 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>I hate spiders</i>	Tuesday
Lesson : three		Date : 5 , 12 , 2017
Objectives		
* Use a picture to predict feelings and attitudes of two people; listen to check.		
Language		
* Introduce of the second conditional.		
Vocabulary		
spider, suppose, harmless, useful, outside		
Presentation		
* I'll organize the students into groups of three. Students open their books to look at the project section on page 84. * Students are going to read two opening paragraphs for two different types of stories. * I'll ask students to look at the pictures and try to guess, which type of story each one is? * I'll allow them some time to make some notes about how the story could continue .		
Homework		
Students do exercise A & B in AB - P. 39 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>If we didn't have any spiders</i>	Wednesday
Lesson : four		Date : 6 , 12 , 2017
Objectives		
<ul style="list-style-type: none">* Make sentences using the second conditional.* Understand how to talk about unlikely future events.		
Language		
Second conditional.		
Vocabulary		
An alien, snails, pain		
Presentation		
<ul style="list-style-type: none">* I'll use the language box on SB 30. Then, point out the difference between this sentence pattern with if and the one explained on SB 28.* I'll use Arabic to explain the past tense in the second conditional shows that the condition is not possible (or very unlikely to be possible) , so the consequence is not possible either.* I'll direct students to the example sentence, they work in pairs to say sentences to each other using the sentence beginnings given in the speech bubbles.* I'll ask students to invent sentence beginnings to join to the endings given in the speech bubbles at the bottom of SB 30.* I'll tell the students that they must now work independently to complete the sentences on AB 39 Exercise A.* I'll ask students to study all of the sentence parts carefully before they work independently to match the beginning and ends.		
Homework		
Students do exercise A & B in AB - P. 39 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>The fastest living things</i>	Thursday
Lesson : five		Date : 7 , 12 , 2017
Objectives		
* Read the factual text for gist, detail and inference.		
Language		
Pronouns and possessives adjectives		
Vocabulary		
Bedouin, dive, falcon, falconer, falconry, k.p.h., mostly, houbara, necessary, 4WD, left, government, set up, area, environment, as a result, inference, possessive, subject, object		
Presentation		
<ul style="list-style-type: none"> * I'll elicit the names of the two birds in the pictures. * I'll ask students which one the text is about. * Students read the text quickly and suggest two more titles in no more than 4 minutes. * Students read the text slowly & work out the words in the word box at the bottom of SB 31 and work out their meaning from the context. * I'll remind the students how to do this task (AB 40 Ex A) , and find out if the sentence is true or false. I'll check the answers orally. * I'll go through the explanation of interference. Then I'll elicit the answers orally to complete the sentences in (AB 40 Ex B). * I'll go through the first part of Ex C orally. * I'll elicit the answers to the next part of the exercise orally & write them on the board. * Students work in pairs, read the conversation aloud and discuss what to write in the spaces. * I'll elicit the completed conversations orally and write the answers on the board . 		
Homework		
Students do exercise A, B, C, & D in AB - P. 40 - 42 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : -	Monthly test	Sunday
Lesson : -		Date : 11 , 12 , 2017

Reading Comprehension

Q1 / Read this text carefully :

Tariq and his brother Hani went to the zoo yesterday. They were very early. The zoo was closed so that they had to wait in the street for 50 minutes. Then a man came to the zoo and opened it. They went in at nine a.m. . In the zoo, they saw different animals.

They saw six monkeys jumping up and down in their cages. They saw three little bears. They seemed hungry and Hani tried to bring some food for them but it was not allowed. They also saw a big old lion . Tariq and his brother enjoyed their visit although the weather was very hot. They came back home at half past twelve.

Now, answer (five) of the following :

(10 marks)

- 1.The (little bears , old lion , monkeys) seemed very hungry.(Choose)
2. They came back home at 12:13. (T / F)
3. How many monkeys did they see in the cages?(Answer)
4. Who tried to bring food for the monkeys?
5. At 10 a.m. a man came and opened the zoo. (T / F)
6. Tariq and Hani had to wait in the street because they were (Complete)

Textbook passages

Q2 / answer (five) of the following :

(10 marks)

1. Falconry used to be just a sport. (T / F)
2. Do we need a lot of patience in blanket weaving hobby? (Answer)
3. Samara's brother is (older , younger) than her. (Choose)
4. How did the Bedouin use to hunt?
5. Lucy's brother is clumsy and is always having silly accidents. (T / F)
6. I sit by the river with a long, thin rod. What's my hobby?(Answer)

Grammar and Function Q3 / A / Do as required:

(Choose 5 only) (5 marks)

1. A lion is faster than a bear. (Re-write the sentence use : as ... as)
2. Nada enjoyed playing tennis. (Change the sentence into negative)
3. Let's play a game of chess.(Accept)
4. Which is (clever) student in the class?. (Superlative)
5. Invite your friend to come to a tea party in your house.
6. Express your dislike concerning smoking.

B / Choose the correct choice:

(Choose 5 only) (5 marks)

1. I'm not afraid of rats. (Neither do I , So am I , Neither am I , So do I)
2. Muna her grandparents' house every week. (visiting , visit , visits)
3. I'd rather to the beach and play tennis. (go , gone , going)
4. What will happen if this change? (continue , continued , will continue , continues)

5. Are they actors? Yes, (are they , they are , they aren't)
 6. Sam caught the bus to school(now , few minutes ago , tomorrow)

Vocabulary

Q4/ A / Match the words in list (A) with the suitable words from list (B) : (Choose 5 only) (5 marks)

List (A) : 1. kick 2. travel 3. spend 4. science 5. score 6. swimming

List (B) : a. fiction b. pool c. ball d. goal e. story f. sometime

B / Write words that match these definitions. (Choose 5 only) (5 marks)

owls , Birds of prey , sports, astronauts , comedy , author

1. Activities like running , jumping and swimming are
2. is another word for a writer.
3. hunt and kill small animals at night.
4. is a funny book , film or play. 5. People who go into space are
6. a bird that hunts and kills other birds.

Spelling & Punctuation

Q5 / A / Write the missing words : (5 marks)

- | | |
|---------------------------------------|------------------------------------|
| 1. like x dislike ; difficult x | 4. nice , nicer ; cheap , |
| 2. He is , He's ; I would love, | 5. person , people ; watch , |
| 3. Play , played ; loss , | |

B) Re-write the following sentence using capital letters and punctuation marks . (5 marks)

nada cant travel to baghdad next friday

Written component (10 marks)

Q6 / Write an email. Invite a friend to attend an event (birthday party , join a picnic , visit a monuments and museums) . Tell your friend about the date and the time of the event.

Good luck & best wishes
Hasanain Al-Hamdani
Teacher of English

Unit : Three	<i>Do you care about wildlife?</i>	Tuesday
Lesson : six		Date : 12 , 12 , 2017
Objectives		
<ul style="list-style-type: none">* Read and complete a questionnaire.* Study the structure of a text.* Do a punctuation exercise.		
Language		
Second conditional		
Vocabulary		
Questionnaire , bedding , worms , hatch , squash , capture , chase		
Presentation		
<ul style="list-style-type: none">* I'll present questionnaire and elicit the title of the questionnaire .* I'll ask students to read the instruction under the title aloud.* I'll tell the students to read and do the questionnaire individually.* I'll do a quick class survey of the results and write each result on the board.* I'll let as many students as possible answer and give their reasons.* I'll tell the students to read and complete the sentences in Ex A on AB page 42.* I'll tell the students to do the next exercise if we have time on page 43.* I'll write the unpunctuated sentences on the board.		
Homework		
Students do exercise A & B in AB - P. 42 - 43 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>Some of Iraq's animals</i>	Wednesday
Lesson : seven		Date : 13 , 12 , 2017
Objectives		
<ul style="list-style-type: none">* Listen to descriptions of animals and match them to pictures.* Listen for questions and write them.* Describe other animals.		
Language		
Present passive		
Vocabulary		
Kind (n.) , fangs , poison		
Presentation		
<ul style="list-style-type: none">* I'll present the names of new animals and elicit all the others .* I'll ask students which ones they have seen & where.* I'll tell the students that they are going to hear a short conversations.* I'll tell the students that they have to listen carefully and work out which one is being described .* I'll tell the students to work in pairs and take turns to describe the remaining 3 animals .* I'll write some examples on the board to revise active and passive forms.* I'll tell the students to use what they learnt about the present passive to match the sentence halves.* I'll set this task (AB44 Ex B) for homework .		
Homework		
Students do exercise A & B in AB - P. 43 - 44 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>Life on the marshes</i>	Thursday
Lesson : eight		Date : 14 , 12 , 2017
Objectives		
<ul style="list-style-type: none"> * Ask and answer questions using a fact file. * Write a fact file about one kind of wildlife in Iraq. 		
Language		
Revision of language from the unit.		
Vocabulary		
Fact file , buffalo , crops , rice , barley , wheat , reed , flamingo , pelicans , heron , ecosystem , extinct.		
Presentation		
<ul style="list-style-type: none"> * I'll first talk about the structure and purpose of the text. * I'll explain that a fact file contains information that someone has found out about a particular subject. * I'll explain that each heading tells us what the paragraph is about. * I'll write the new vocabulary on the board and ask the students to find these words in the fact file. * I'll use the underlined information in the text to give the students some practice finding information quickly. * I'll tell the students I will ask questions and want them to find the answers very quickly. * I'll find out which wildlife the students are going to write about. * I'll write information I have found on the board in note form and tell the students to use it to write a fact file. 		
Homework		
Students complete the fact file in AB - P. 45 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	Round up	Sunday
Lesson : nine		Date : 17 , 12 , 2017
Objectives		
* Revision		
Language		
* Revision		
Vocabulary		
* Revision		
Presentation		
<ul style="list-style-type: none"> * I'll elicit further examples of all the languages in 1-7. * I'll ask students to compare two of the animals they read about in L8. * I'll allow students to work in pairs for number 5 to discuss their opinions of food items of their choosing . * I'll use a variety of ways of exploiting the activity book exercises. * Students work independently to complete the AB 45 Ex A phrases and sentences using the words in the box. * Students read the definitions and then find the words that they refer to in AB 46 Ex B. * I'll tell the students to read the sentences in AB 46 Ex C and choose the correct word to fill each space. 		
Homework		
Students do exercise A , B , C & D in AB - P. 45 - 47 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Three	<i>Iraq's first national park</i>	Monday
Lesson : ten		Date : 18 , 12 , 2017
Objectives		
* Read for interest.		
Language		
-		
Vocabulary		
Bow , doused , fawn , focus , labour (n) , predators		
Presentation		
<ul style="list-style-type: none"> * I'll write the word 'nature' on the board and elicit what it means to the students. * I'll ask students of any words they can think of and look at the pictures. * I'll tell the students to search the text to find the answers to the questions. * I'll ask the students to read out the part of the text that contains the answer. * I'll tell the students to write a summary of the text on SB37 including what they found interesting on the national park. * I'll tell the students to work in pairs and decide if the definitions are true or false. Then, I'll ask them to correct the false definitions. * I'll ask the students to read the two passages on AB49 carefully. Then, I'll ask them to read the questions in Ex A on AB 50. Students should answer the true/false questions without looking back to the text. * I'll tell the students to read and write short answers to the questions in Ex B on AB 50. 		
Homework		
Students do exercise A & B in AB - P. 47 - 50 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Hasanain Hamdani

Unit : Four	Listening	Monday
Lesson : One		Date : 18 , 12 , 2017
Objectives		
* Review and practise ways of improving listening.		
Language		
-		
Vocabulary		
-		
Presentation		
<ul style="list-style-type: none"> * I'll read aloud the words in the first box while the students follow. * I'll reinforce the message by reading it again with gaps. * I'll choose a student to read tip 1. Then, I'll read it again , emphasizing the important words by saying them more loudly and more slowly. * I'll ask a students to come up and underlined the important words. * I'll ask what the important words are in the speech bubble. Then, I'll read the announcer's words while the students follow in their books. * I'll ask the students to study the words and decide what kind of words most of them are. * I'll tell the students to listen and write the important words in each case. * I'll ask different students to read a sentence aloud from tip 2. * I'll ask "How many sounds do long words in English have ? How many sound do you hear clearly in a long word?" . * I'll explain that the students are going to hear some long words. Then, I'll tell the students to write the words ,without paying attention to spelling . * I'll elicit the answers and write them on the board . Then, students practise pronunciation with choral drilling. * I'll elicit tip 3. I'll tell the students to look carefully at SB 38 & find examples of repeated information. I'll tell the students to listen to two more announcements & write the important information. Then, I'll elicit the answers. 		
Homework		
Students do exercise A, B, C, D, E, F & G in AB - P. 51 - 54 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Four	Reading	Tuesday
Lesson : Two		Date : 19 , 12 , 2017
Objectives		
* Review and practise ways of improving reading.		
Language		
-		
Vocabulary		
-		
Presentation		
<p>* I'll read aloud the words in the first box for the students to follow. Then, I'll discuss why they need to prepare for reading.</p> <p>* I'll choose a student to read tip 1. Then, I'll put the students in groups of 4 to answer the two questions. I'll highlight the answers which seem most appropriate to me.</p> <p>* I'll tell the students to read tip 2 & think about how it is similar to tip 1.</p> <p>* I'll point to the newspaper headlines & story titles. Both have a similar function in preparing the reader for the story.</p> <p>* I'll write the first headline on the board & elicit a few ideas. I'll put students in pairs to discuss the other headlines & titles.</p> <p>* I'll divide the students into groups of 4. Then, I'll distribute the sections in tip 3 between the groups.</p> <p>* I'll tell each group to read the information carefully and refer to the texts that are specified in each section.</p> <p>* I'll go through the information in tip 4 with the class. Then, I'll tell the students to look at the topic sentence on SB 25 & SB 31 in each paragraph.</p> <p>* I'll elicit what the two texts at the bottom of the page represent. Then, I'll divide the students into two groups.</p> <p>* I'll tell the students to try to remember the extra information just by looking at the topic sentences. I'll give them few minutes to do this , then elicit the information as a class.</p>		
Homework		
Students do exercise C & D in AB - P. 55 - 56 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Four	Speaking	Wednesday
Lesson : Three		Date : 20 , 12 , 2017
Objectives		
* Review and practise ways of improving speaking.		
Language		
-		
Vocabulary		
-		
Presentation		
<p>* I'll present the expressions lost for words. Then I'll ask them if they have ever been lost for words in Arabic.</p> <p>* I'll tell the students to read tip 1 on SB 41. Then, I'll say something which the students can't possibly understand.</p> <p>* I'll drill the expressions, focusing on intonation. Then, I'll ask the students to think of some information to tell me.</p> <p>* I'll elicit the information from different students in pairs. Then, I'll pretend that I cannot understand & use a different expression to elicit repetition.</p> <p>* I'll explain that another strategy used in speaking is to repeat information that the other person has just said. Then, I'll tell the students to look at tip 2 and tell me what they are.</p> <p>* I'll tell the students to match each use of repetition on SB41 to one of the conversations .</p> <p>* I'll practise the conversation using one student as the person starting the conversation and myself as a respondent. I'll focus again on intonation.</p> <p>* I'll put the students in groups of 4. Then, I'll tell them to work out the new conversations and then perform them in pairs.</p> <p>* I'll tell the students to look at the 3 conversations under tip 3. I'll practise the conversations with choral repetition.</p> <p>* I'll tell the students to look at the 2 conversations under tip 4. I'll elicit what the different about them . I'll accept any sensible answer, but I'll focus on the fact the first is much shorter than the second. Students practise the open question conversation. I'll encourage them to use their imagination to continue the conversation.</p>		
Homework		
Students do exercise f in AB - P. 53 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Four	Writing	Thursday
Lesson : Four		Date : 21 , 12 , 2017
Objectives		
* Review and practise ways of improving writing.		
Language		
-		
Vocabulary		
-		
Presentation		
*		
Homework		
Students do exercise f in AB - P. 53 .		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	Watching the match	Sunday
Lesson : one		Date : 18 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Match sports with sports equipment. *Listen and understand sports results. *talk about sports and sports results. 		
Language		
<ul style="list-style-type: none"> *Past simple. *question forms. 		
Vocabulary		
basket , net , running shoes , draw (= equal score)		
Presentation		
<ul style="list-style-type: none"> * I'll tell the students to link the sports and sports equipment and how to say these things in English. * I'll talk about the picture. Elicit what the people are doing and why. * I'll tell the students to read the text in the speech bubble and find out what sport the girl watches. I'll ask a few check questions. * I'll explain that there are three conversations in which different people talk about football matches. * I'll tell the students to listen and try to answer the questions at the bottom SB44. * I'll introduce the table in AB59 Ex A. Students listen again and write down the scores. * I'll tell the students to complete the conversation in AB59 Ex B. I'll point out that they will use the same words several times. * I'll tell the students to perform the conversation in Pairs. * I'll tell the students to choose some teams and scores, then write them in the table. Students get role play the conversation, making any changes they wish to the conversation. * I'll tell the students they are going to do some further work on their project stories. * I'll give students time to study the use of the words in the paragraphs. In their groups, they create spider diagrams of descriptive vocabulary to use in their own writing. 		
Homework		
Students do Ex A , B & C on page 59 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>Nawal Ramzi talks to the Iraqi</i>	Monday
Lesson : two	<i>Morning News</i>	Date : 19 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Listen to understand a biographical narrative. *Distinguish between background events and narrative sequence. 		
Language		
<ul style="list-style-type: none"> *Past continuous for background and scene-setting. *Past simple for narrative sequence. *Question forms. 		
Vocabulary		
treat , decayed , all of a sudden , gum , bleed , smart/smarter , clinic , treatment		
Presentation		
<ul style="list-style-type: none"> * I'll prepare students for listening SB45 Ω 21 by discuss the first two pictures. Students will guess what Nawal Ramzi was doing in 2013. Then, I'll write some responses on the board. * I'll ask the students why Nawal Ramzi talks to the Iraqi Morning News. * I'll tell the students to listen to the interview with the Iraqi Morning News and find out what happened to Nawal. * I'll elicit information from the whole class to build up an idea of the last few years Nawal's life. * I'll remind students to use the past continuous to describe background events, and the past simple for story events. I'll ask students to find more examples of both tenses. * I'll tell the students to look at the true / false sentences AB60 Ex A, and see which ones they can answer. * Students will make questions AB61 Ex B, I'll write the first outline question and answer on the board. Then, I'll clean the board and ask students to complete the remaining four questions on their own. Students check their answers in pairs before doing a whole-class check. * I'll tell the students to practise the conversation AB61 Ex C in pairs. 		
Homework		
Students do Ex A , B & C on page 60 / 61 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>Read all about it</i>	Wednesday
Lesson : three		Date : 21 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Read and understand a newspaper page. *Scan for numerals. *Read and write notes. 		
Language		
-		
Vocabulary		
hero , lunch , receive , welcome , escort , venue , shot		
Presentation		
<ul style="list-style-type: none"> * I'll introduce the newspaper in SB46/47. Then, I'll tell the students to look quickly at all the information in the newspaper and decide which article they think is the most interesting. * I'll tell the students to study the numbers in the task on SB47. Then, with book closed, see which ones they can remember. * I'll tell the students to scan the newspaper to find and underline all the numbers. Students should show what the numbers mean. * I'll introduce AB62 Ex A. I'll tell the students to read and write notes. * I'll tell the students to read and answer questions in Ex B on the article about Salma Al-Bayati and John Smith. * I'll elicit answers and build up complete sentences on the board. Then, I'll introduce AB Ex C. Students should only write C, HS or CT. * I'll tell the students to complete AB Ex D. * I'll focus on the information on subject and object pronouns on SB46. Then they complete AB63 Ex E. * Students should now have written their particular paragraph for their group's chosen story (Project activities 9 and 10) SB85. 		
Homework		
Students do Ex A , B , C , D & E on page 62 / 63 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>Where can I find it?</i>	Thursday
Lesson : four		Date : 22 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Read to understand newspaper sections. *Match definitions with topics. *Match newspaper extracts with section titles. 		
Language		
Spelling and punctuation.		
Vocabulary		
Business , cartoon , rainforest , company chief .		
Presentation		
<ul style="list-style-type: none"> * I'll read and discuss newspaper contents in SB48. * I'll elicit what students think they will find there. * I'll tell the students to read and match the definitions with the topics of each section in the exercise in AB64 Ex A. * I'll read the extracts aloud in random order and get the students to respond with the letter of the extract. * I'll tell the students to read and match in the SB48. Each extract to the section in the contents. * I'll elicit which extract the students find the most interesting in the SB48. * I'll encourage the students to continue the activity at home. * I'll have a whole class discussion which newspaper sections are of interest to men, women, girls, boys. * I'll ask them what sections they are interested in and not interested in. I'll encourage the students to give reasons. * I'll tell the students to find three spelling and punctuation errors in AB64 Ex B. 		
Homework		
Students do Ex A & B on page 64 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>Graduation party reviews</i>	Sunday
Lesson : five		Date : 25 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Read and understand reviews in a newspaper. *Language focus activities. 		
Language		
<ul style="list-style-type: none"> *Past continuous tense for background events. *Past simple tense for narrative sequence. *Forming negatives. *Prepositions: into, to, out of. 		
Vocabulary		
Graduation party , performance , solo , opinion.		
Presentation		
<ul style="list-style-type: none"> * I'll discuss a picture in SB49 and remind the students of the party advertised in Unit 2, Lesson 7. * I'll introduce the two reviews for specific information in SB49. I'll tell the students to read to read both reviews quickly to find how the opinions of the two writers are different. * I'll tell the students to read the reviews again and answer the questions. * I'll elicit the first sentence in AB65 Ex A. I'll tell the students to find the real information in Dalia's review. * I'll tell the students to complete the activity on their own. * I'll go through the sentences in AB66 Ex B. I'll elicit the first negative sentence. * I'll tell the students to write the negative sentences in their activity book. * I'll discuss the use of the past continuous for background events and the past simple for the events of the story in the first review in SB49. * I'll tell the students to think about the text in AB66 Ex C and decide which are background events and which are story events. * I'll tell the students to use the appropriate tense to complete the text. 		
Homework		
Students do Ex A , B & C on page 65 / 66 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	Would you take less?	Monday
Lesson : six		Date : 26 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Ask and answer about things for sale. *develop vocabulary related to buying and selling. 		
Language		
*Idioms and question forms connected with buying and selling.		
Vocabulary		
Mountain bike , town bike , tyre , gears , condition , as good as new , controllers , for sale , Would you take ...? (for negotiation price).		
Presentation		
<ul style="list-style-type: none"> * I'll elicit the title in the SB50. * I'll see if the students can guess what someone would take less for – the bicycles in the picture. * I'll discuss the two bikes and explain that, they are both second-hand. * I'll elicit what is different about them. * I'll revise known vocabulary and present new items. I'll check understanding of the labeled parts of the bicycle. Then, as the names suggest, a " town & mountain bike " . * I'll highlight the advert. And I'll remind the students that people in the UK often buy second-hand things. * I'll elicit and write on the board some of the questions someone would ask if they ring up about the bicycles. * I'll tell the students to complete the matching task to make two telephone conversations. * The students will listen for confirmation. I'll play the conversations for the students to check their answers. * I'll divide the class into two groups, buyer and seller. I'll make a conversations by getting the students repeat after the track 22 the first conversation. * Then I'll change roles and get the students to repeat the second conversation after the track. 		
Homework		
Students do Ex A & B on page 67 / 68 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>When will the school activity week start?</i>	Tuesday
Lesson : seven		Date : 27 , 2 , 2018
Objectives		
<ul style="list-style-type: none"> *Read and understand a school activity programme guide. *Ask and answer questions in the past simple. 		
Language		
*Questions and answers using the future simple (will).		
Vocabulary		
charity		
Presentation		
<ul style="list-style-type: none"> * I'll discuss the idea of 'school activity week' in SB51. Then, I'll elicit what activity students would like to have for a special 'school activity week'. * I'll check the meaning of the word charity. And see if the students can name any well-known charities and if they have been involved in any charity events or activity before. * I'll briefly introduce the page and elicit what it is and how many activities there are? * I'll go through the information in the language box. And elicit other examples, both questions and statements. * In pairs, I'll tell the students to make questions and give answers about the events in the table. I'll monitor and check all that. * I'll tell the students in pairs to match the start / finish times and the activity durations with the activity week events in AB69 Ex A/B. * I'll tell the students in pairs to think of similar sentences about start/finish times and the activity durations to ask each other. * I'll tell the students to make questions from the cues in AB Ex C. I'll elicit more questions from the class and elicit answers. 		
Homework		
Students do Ex A , B & C on page 69 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>A website for me</i>	Wednesday
Lesson : eight		Date : 28 , 2 , 2018
Objectives		
<p>*Read and listen to understand more about reading habits. *Start a project to make a magazine.</p>		
Language		
most , some , a few		
Vocabulary		
Research , survey , tally chart		
Presentation		
<p>* I'll discuss what magazine and websites the students read. I'll elicit what they like or don't like about them. * I'll encourage the students to read the text in SB52, about popular sports and try to work out which sports are most popular in different countries. * I'll point out the use of the words most and many in the text and explain that a few is also often used to describe a less popular choice. * I'll ask the students to volunteer some popular subjects for them and their friends in magazines and on websites. I'll write the ideas on the board. * I'll tell the students to choose five or six of the topics listed on the board and to create a chart like the one on SB52. * The students now go around the class and ask and answer noting down each person's preferred subject using the tally method as shown on SB52. * I'll tell the students to work in pairs and tell his partner what most , some, many or a few people chose as their favourite using the model dialogue in the speech bubble on SB52 to help. * I'll tell the students they are about to hear three students discussing the most popular subjects in their class in AB70 Ex A.</p>		
Homework		
Students do Ex A & B on page 70 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	Round up	Thursday
Lesson : nine		Date : 1 , 3 , 2018
Objectives		
Revision.		
Language		
Revision.		
Vocabulary		
Revision		
Presentation		
<p>* I'll elicit further examples of all the language in numbers 1 to 7 in the SB53. For number 4, give individual students in the class a lesson from their day to which they ask and answer questions with their partner.</p> <p>* The Activity Book exercises should need little, if any, preparation. I'll use a variety of ways of exploiting them. For example, students do them individually, in pairs or in groups.</p> <p>* I'll tell the students to study the table in the AB71 Ex A and find out what information they need to listen out for. Students complete any information they can.</p> <p>* I'll ask the students to check their answers with a partner before having class feedback.</p> <p>* I'll tell the students to match the television programmes in the AB71 Ex B to the descriptions.</p> <p>* I'll tell the students to match the nouns in the AB71 Ex C to the verbs to create common phrases.</p>		
Homework		
Students do Ex A , B & C on page 71 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : five	<i>A powerful lesson for everyone</i>	Thursday
Lesson : ten		Date : 2 , 3 , 2018
Objectives		
Reading for pleasure.		
Language		
-		
Vocabulary		
Wheelchair , wipe , straighten , grasp , publicly		
Presentation		
<p>* I'll elicit the title in the SB54-55. I'll tell the students to look at the two pictures and I'll see if they can predict what the story might be about.</p> <p>* I'll ask students to read the first sentences of each paragraph and the direct speech. Then, I'll ask them if their thoughts about the text were correct or not.</p> <p>* I'll ask the students to read the text through in full. Then, I'll ask what the 'powerful lesson' was. In pairs or small groups, students discuss before open class-discussion.</p> <p>* After that, students listen to the story for consolidation and for pleasure.</p> <p>* I'll tell the students to fill in the summary table in the AB72 Ex A.</p> <p>* I'll tell the students to complete the sentences using the words in the box in AB72 Ex B.</p> <p>* Students answer the Extra activities AB73-74.</p>		
Homework		
Students do Ex A , B & the Extra activities on page 72-74 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Six	Jobs and Workplaces	Sunday
Lesson : One		Date : 4 , 3 , 2018
Objectives		
<ul style="list-style-type: none"> *Name work places and jobs. *Write phrases. *Describe jobs orally and in writing. 		
Language		
<ul style="list-style-type: none"> *Vocabulary: nouns and verb phrases. *Defining relative clause with 'who'. 		
Vocabulary		
*Revision		
Presentation		
<ul style="list-style-type: none"> * I'll introduce the unit topic, jobs and careers in SB56. * I'll read the first task and tell the students to work in pairs writing the names of the six work places. * I'll tell the students to do the second task. I'll write one or two names of jobs alongside each of the work places. I'll elicit the answers and get the students to spell the words. * In AB75 Ex A, I'll elicit the verb, then the nouns orally first and check understanding. * I'll tell the students to use the verbs in order from 1 to 7 and write seven phrases. * I'll ask a student to read the example description on SB56 aloud. Then, I'll ask the students to describe one of the other jobs listed at stage 2 using the phrases from AB75 Ex A. * The students can finish AB75 Ex B at home 		
Homework		
Students do Ex A & B on page 75 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Six	Jobs and Workplaces	Monday
Lesson : Two		Date : 5 , 3 , 2018
Objectives		
<p>*Read definitions of jobs and write the names. *Answer questions about jobs. *Talk and write about interests in jobs with reasons.</p>		
Language		
<p>*Present simple tense. *have to + infinitive.</p>		
Vocabulary		
<p>*give orders , discuss , discussion `</p>		
Presentation		
<p>*I'll tell the students to write the words in SB57 in pairs, but to write their own lists of words . Students should write them under the list of jobs they wrote in Lesson 1.</p> <p>*I'll read the instructions for the game aloud. Then, I'll ask a student to read the example aloud.</p> <p>*I'll tell the students to prepare one description each without letting anyone see it. I'll organize the students into groups to play the game.</p> <p>*I'll have a whole-class discussion asking as many students as possible if they would like to do any of the jobs presented in Lesson 1 & 2 SB57.</p> <p>*I'll tell the students to choose one of the jobs from SB56/57 they would like to do. Students should use the language practiced in Lessons 1 & 2.</p> <p>*I'll encourage the students to give reasons of for their choices.</p>		
Homework		
<p>Students do Lesson 2 Ex on page 76 in the AB.</p>		
Material		
<p>Students & activity book , colorful pens , pictures</p>		
Headmaster signature		Teacher signature

Unit : Six	<i>Careers advice</i>	Tuesday
Lesson : Three		Date : 6 , 3 , 2018
Objectives		
*Listen to conversations for gist, then language.		
Language		
*Future tense with be going to and will		
Vocabulary		
Secondary , twin , definitely		
Presentation		
* I'll go through the information in the language box in SB58 about talking about the future.		
* I'll tell the students to read the introductory text and work out the meaning of twins.		
* I'll check that the students understand what they have to listen for in SB58. Students can write notes if they wish, but I'll tell them that they should not need to.		
* I'll elicit answers for the first task.		
* I'll elicit answers to the questions in AB76 Ex A orally. Then, I'll tell the students to write them.		
* I'll tell the students to study the questions on AB77 Ex B and think what they might do when they leave school. * I'll go around the class and help where necessary.		
* I'll direct the students to the model dialogue at the bottom of SB58.		
* I'll tell the students to work in pairs and take turns asking and answering as in the model.		
* I'll tell the students that they can use their answers from the activity on AB77.		
Homework		
Students do Ex A & B on page 76 - 77 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Six	<i>The school of the future</i>	Wednesday
Lesson : Four		Date : 7 , 3 , 2018
Objectives		
<p>*Read a factual text for gist and identify paragraph topic. *Develop vocabulary. *Combine clauses and write compound sentences.</p>		
Language		
*Defining relative clauses with who , which , that.		
Vocabulary		
heading , facilities , global , database , specialism , virtual , learning		
Presentation		
<p>*I'll tell the students to use any pictures in SB59 to think about what the text will contain. *Then, I'll tell the students to do the first task. I'll elicit the answers. * I'll go through the information in the language box. Then I'll elicit other examples. *I'll remind the students to search the text quickly for the words who, which and that to do the task. *In the AB77, before the students do the task, I'll remind them of the meaning of clause. *I'll check the students as they do the task. I'll point out that they should rewrite whole new sentences.</p>		
Homework		
Students do Lesson 4 Ex on page 77 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Six	A, an and the?	Thursday
Lesson : Five		Date : 8 , 3 , 2018
Objectives		
*Study the use of articles. *Complete two short paragraphs with articles.		
Language		
A , an , the and zero article		
Vocabulary		
Zero , article		
Presentation		
<p>* I'll tell the students they are going to listen to two conversations in SB60 and they should concentrate on the use of a, an and the.</p> <p>* I'll go through each of the categories of use of the articles with the class. I'll elicit further examples.</p> <p>* I'll ask the students to listen to how the articles are used (or where they are not used).</p> <p>* I'll give the students time to complete the sentences in the conversations at the bottom of SB60 with the correct article (or no article).</p> <p>* I'll tell the students they are going to read about two boys lives in the AB78. Students need to complete with the correct articles (or no article).</p> <p>* I'll allow the students time to work alone to complete the task.</p>		
Homework		
Students do Lesson 5 Ex on page 78 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	<i>Other countries</i>	Monday
Lesson : One		Date : 19 , 3 , 2018
Objectives		
<p>*Reactivate and expand vocabulary: names of countries and adjectives derived from them. *Write one or two sentences about self.</p>		
Language		
*Present perfect tense.		
Vocabulary		
Souvenir , Australia , Egypt , pyramid , Eiffel Tower , jigsaw puzzle , Kimono , Big Ben		
Presentation		
<p>* I'll ask the students to look at picture 1 in SB66 and I'll ask " Where do you think the object come from?".</p> <p>* I'll elicit as many answers as the students want to give.</p> <p>* I'll tell the students to work in pairs and decide which countries the other objects might come from.</p> <p>* I'll elicit answers and encourage debate.</p> <p>* I'll go through the language box. Then I'll tell the students to do the exercise in AB85.</p> <p>* I'll elicit the answers orally and ask the students to spell each word.</p>		
Homework		
Students do Ex on page 85 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	<i>Different countries , different customs</i>	Tuesday
Lesson : Two		Date : 20 , 3 , 2018
Objectives		
<p>*Practise scanning two paragraphs for information. *Find time adverbials and work out where they occur in sentences . *Write a parallel guided paragraphs.</p>		
Language		
*Definite and indefinite adverbials of time.		
Vocabulary		
*custom , get around , flat (adj.) , rickshaw , extremely , crowded , climate , definite , indefinite		
Presentation		
<p>* I'll explain the skill purpose of this lesson in SB67, finding information quickly, and ask the students how they should do this. * I'll remind the students of the following: 1. Don't start reading from the beginning. 2. Think of what kind of information is needed and use clues. 3. Search the text- let your eyes move quickly over the words until you find what you are looking for. * I'll tell the students to find the information as quickly as possible and write it in their notebook. * I'll go through the first part of the language box in SB67, adverbial phrases that express a definite time. These adverbs go at the end of the sentence. * I'll ask the students to find both examples in the texts. * I'll go through the second part of the language box in the same way. These adverbs go before the main verb. * I'll tell the students to use adverbial words and phrases in their answers to the questions in AB85/86 Ex A. * I'll tell the students to finish this exercise AB86 B and try to make their paragraphs more interesting by adding extra information where possible.</p>		
Homework		
Students do Ex A & B on page 85/86 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	<i>Travel adventures</i>	Thursday
Lesson : Three		Date : 22 , 3 , 2018
Objectives		
<ul style="list-style-type: none"> *Read for specific and detailed information. *Work out meaning. *Work out language rules from observation. 		
Language		
*Definite and zero article with geographical features.		
Vocabulary		
On horseback , hot-air balloon , adventurer , series (television) , natural features , stunning , Lack Victoria , Nasser , Aswan , Asyut , Cairo , Mediterranean , Himalayas , China , Niger , Sahara , foothills , Everest , Atlantic , ocean , rescue , unexpected.		
Presentation		
<ul style="list-style-type: none"> * I'll elicit the title and three ways of travelling shown in the pictures in SB68. * I'll discuss why people might choose to travel in these ways? * I'll explain that the people in the pictures are travelling for adventure and that they are taking part in a series of television travel programmes. * I'll tell the students to read the text quickly to find the answers to the two questions. * I'll ask questions to check comprehension of the introduction. * I'll tell the students to read the three paragraphs about the programmes and do the true/false exercise in AB86 Ex A. * Students will write meanings of words and phrases for AB87 Ex B. I'll encourage the class to comment on individual answers. * I'll introduce AB87 Ex C and use the example to explain the task. I'll elicit examples of waterways from the text. * I'll tell the students to complete the rest of the table on their own, using information from the text. * I'll check answers. Discuss other examples the students know and where they are. 		
Homework		
Students do Ex A , B & C on page 86 / 87 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven Lesson : Four	<i>How ? Where ? When ?</i>	Monday Date : 26 , 3 , 2018
Objectives		
<ul style="list-style-type: none"> *Understand the use of adverbs and adverbials in a text to add interest. *Study adverbs and adverbials and practise using them. *Understand word order with adverbs and adverbials. 		
Language		
<ul style="list-style-type: none"> *Adverbs and adverbials of time , frequency , manner , and place. 		
Vocabulary		
Patiently , all day		
Presentation		
<ul style="list-style-type: none"> * I'll read through the adverbs and adverbials grammar point in SB69. * I'll explain that students need to find 8 adverbs or adverbials in the text in lesson 3, p.68. * I'll quickly check understanding of the words and phrases in the box in AB88 Ex A. * Then I'll tell the students to read and complete the two paragraphs. * I'll read through the word order grammar point in the language box. * I'll explain that the word order depends on the type of adverb or adverbial. * Students work in pairs. They take turns to make possible sentences. * Students look at Exercise B in AB89 ad put the words and phrases in the correct order to make sentences. * I'll ask individual students to read a completed sentences. 		
Homework		
Students do Ex A & B on page 89 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	<i>I'm sorry</i>	Tuesday
Lesson : Five		Date : 27 , 3 , 2018
Objectives		
<ul style="list-style-type: none"> *Listen for gist, language and details. *Introduce and practise words and phrases of apology. 		
Language		
<ul style="list-style-type: none"> *Apologising *review of past simple and present perfect tenses 		
Vocabulary		
Don't mention it. Pardon?		
Presentation		
<ul style="list-style-type: none"> * I'll ask students to look at the pictures in SB70 and suggest what is happening in each one. * I'll explain that they will hear three conversations and they will need to match each conversation with a picture. * I'll go through the information in the language box with the students. * Students work in pairs to role play possible conversations based on the three photographs in SB70. * Students work in individually to read and choose the correct response. * I'll choose individual students to read out their answers in class. * I'll go through the information in the language box in AB91 Ex C. * I'll tell the students to do Ex D. I'll elicit full sentences to check the answers. 		
Homework		
Students do Ex A , B , C & D on page 90 / 91 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	Two African countries	Wednesday
Lesson : six		Date : 28 , 3 , 2018
Objectives		
*Read factual texts for detail and work out meaning.		
Language		
-		
Vocabulary		
Libya , Sudan , Tripoli , Benghazi , currency , record (v) , narrow , northern , cattle , ancient , Khartoum , source , export (n) , crop (n) , refinery , gum		
Presentation		
* I'll ask students to look at both maps in SB71. Then, I'll ask if they know the names of the countries that have borders with Libya and with Sudan.		
* I'll read the first question and tell the students to close their books and answer the question about Libya and Sudan.		
* I'll ask about geography, climate, population and industry. I'll write any key words on the board.		
* I'll give students time to read the two seats of lists under each country name.		
* Students close their books and answer the three questions from AB92 Ex A from memory.		
* Students read both texts in the SB and answer the true / false sentences in Ex B of the AB92.		
* Then, students correct the false sentences from AB Ex B.		
* Students go back over the text individually and find words to match the definitions.		
Homework		
Students do Ex A , B & C on page 92/ 93 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	The Asian Games	Thursday
Lesson : Seven		Date : 29 , 3 , 2018
Objectives		
*Read for interest		
Language		
-		
Vocabulary		
Recently , medals , gold , gold , silver , bronze , medley , heat		
Presentation		
<p>* I'll find out what students know about the Asian Games. I'll use the six questions on SB72.</p> <p>* I'll tell the students to cover the text, then listen for the answers to the questions.</p> <p>* I'll ask the students " Where did the 1990 Games take place?", then I'll use open pairs to ask the same kind of question in SB73.</p> <p>* I'll ask "Which country or countries has 11 bronze medals?", then I'll use open pairs to ask the same kind of question in SB73.</p> <p>* I'll ask the students to read the text again and study the table in the AB. They then check their comprehension by completing the table on AB93.</p>		
Homework		
Students complete the table on page 93 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	<i>How many mobile phones are produced every day?</i>	Monday
Lesson : Eight		Date : 2 , 4 , 2018
Objectives		
*Develop reading skills using headlines and details.		
Language		
*Present and past passive.		
Vocabulary		
Manufacture , rise , Slovakian , barrel.		
Presentation		
<p>* I'll ask the students the question from the lesson in SB74, How many mobile phones are produced every day?, Students guess the number. I'll accept any reasonable figure.</p> <p>* I'll ask the students the question mainly interested in the number of the phones or who makes the phones?</p> <p>* I'll ask the students how many mobile phones are produced every day? again.</p> <p>* I'll elicit the fact that this is a passive sentence, and in this lesson the focus is on using passive structures in the present and past tense.</p> <p>* I'll focus on the three headings and explain any new vocabulary in SB74.</p> <p>* Then, I'll focus on the tenses used in each of the headings (present, past simple & present perfect). Then, students work in pairs or groups of three and match each of the sentences to the headlines.</p> <p>* I'll refer to the cues and the example sentence in AB94 Ex A. Students write two sentences for each set of cues.</p> <p>* I'll refer students back to the sentences on Student's book page 74. Students need to write full sentences in AB95 Ex B.</p>		
Homework		
Students do Ex A & B on page 94 / 95 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	Round up	Tuesday
Lesson : Nine		Date : 3 , 4 , 2018
Objectives		
*Revision		
Language		
*Revision		
Vocabulary		
*Revision		
Presentation		
<p>* I'll elicit further examples of all the language in number 1 to 6 in SB75/76.</p> <p>* For number 1, I'll ask individual students to give an example of a sentence which is true for them using a definite time adverbs.</p> <p>* Then, I'll ask another student to give an example of a sentence true for them using an indefinite time adverbs.</p> <p>* The AB exercises on page 96, I'll use a variety of ways of exploiting them. Students do them individually, in pairs or groups.</p> <p>* I'll go over the points on the Round up page.</p>		
Homework		
Students do Ex A , B & C on page 96 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Seven	<i>Life is like a cup of coffee</i>	Wednesday
Lesson : Ten		Date : 4 , 4 , 2018
Objectives		
*Reading for pleasure		
Language		
-		
Vocabulary		
Alumni , rickshaw , complaints , stress , quality , eyeing , define		
Presentation		
<p>* I'll direct the students to the title on SB77 and the photo. Then, I'll ask them what they think the text will be about.</p> <p>* I'll tell the students they are going to read the questions at the top of the page before they read.</p> <p>* Students need to try and find the answers in the text as they read. I'll elicit the answers to the three questions.</p> <p>* I'll allow the students time to read the text again and to complete summary information in the table in AB97 Ex A & B.</p> <p>* I'll ask students to compare their ideas, and I'll ask several students to use their notes to talk about their views with the whole class.</p> <p>* Students revise the new vocabulary by completing the sentences.</p> <p>* Students answer for Extra activity in AB98-101.</p>		
Homework		
Students do Ex A , B , C & D on page 98-101 in the AB.		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Eight	<i>Listening</i>	Thursday
Lesson : one		Date : 5 , 4 , 2018
Objectives		
*Listen for language and feelings.		
Language		
-		
Vocabulary		
-		
Presentation		
<ul style="list-style-type: none"> * I'll go through the content of the information box in SB78. * I'll ask the students to describe the first picture. Then, I'll ask one of the students to read aloud the text next to the picture. * I'll go through the next two pictures and the texts in the same way. * I'll explain that Hamid is at his friend Jassim's house. I'll check that the students understand what they have to do. * Students have to listen to Ω33 part 1 and find out which of the two things Hamid says. * I'll tell the students the names of the two men in picture 2. The manager is Mr. Pearson and the other man is Mr. Green. * I'll tell the students to listen to their conversation and write P and G next to the right sentences. * I'll tell the students that the girl in the picture 3 is Haya but the two girls they will hear at the beginning of Ω33 part 3 are Fadia and Noura. * I'll ask the students what they expect the completed verbs to be. * I'll give simple explanations of the meaning of all the tenses and refer to grammatical points in SB7. * I'll either play Ω33 in SB78 again while the students make notes of the speakers feelings, or play the track with pauses for the students to describe the feelings. * I'll go through the other parts of Ω33 in the same way. 		
Homework		
Students do Ex A-D in the AB P.102		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Eight	Speaking	Sunday
Lesson : Two		Date : 8 , 4 , 2018
Objectives		
* Ask and answer questions about texts in the Students Book.		
Language		
-		
Vocabulary		
-		
Presentation		
<p>* In SB79, I'll read the text at the top of the page and discuss it with the students. I'll make sure the students understand that the activity they are going to do will help them revise for their exam and that they can use it outside school.</p> <p>* I'll tell them to open their books at SB49. I'll close my book and ask a student to ask you the first question. I'll ask different students to ask you the next two questions in the same way.</p> <p>* I'll elicit the questions for SB49 orally from individual students to practise pronunciation. I'll get the class to repeat in chorus.</p> <p>* I'll organize the students into small groups of not more than six. I'll tell the students to choose one student to ask questions on SB79 about the selected text and another student to look at the relevant text on page 59. He can check the answers given by looking at the text.</p> <p>* I'll tell the groups to continue with the other questions on SB79. I'll tell them to take turns asking the questions and checking the answers when they move to a new page.</p> <p>* I'll ask the students to look at SB71 and make questions.</p> <p>* I'll tell the students to open their SB at page 57. I'll refer them to the language game, the example job description, and the ideas in the box.</p> <p>* I'll divide the students into small groups, and each groups prepares four jobs descriptions.</p>		
Homework		
Non		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Eight	Reading	Monday
Lesson : Three		Date : 9 , 4 , 2018
Objectives		
*Practise reading strategies.		
Language		
-		
Vocabulary		
-		
Presentation		
<p>* I'll ask the students what they should do before they read in SB80 the first word of a text.</p> <p>* I'll remind the students that there are different ways of reading, depending on the kind of information needed and on the kind of text.</p> <p>* I'll ask the students what kind of text is on SB80 and I'll elicit a story.</p> <p>* I'll tell the students to look in SB80 at the picture and read the story title and say what they think the story is about.</p> <p>* I'll give the students no more than two minutes to read the first sentence of each paragraph.</p> <p>* Students close their books. I'll ask how much do you know about the story? And I'll elicit answers.</p> <p>* I'll read out the next rubric in SB80. I'll give the students no more than five minutes to read the red and blue text. Then, I'll tell them to close their books.</p> <p>* When the students are reading, they should try to skim over the words and pick out the key ones.</p>		
Homework		
Non		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature

Unit : Eight	Writing	Tuesday
Lesson : Four		Date : 10 , 4 , 2018
Objectives		
*Practise editing written texts.		
Language		
-		
Vocabulary		
-		
Presentation		
<p>* I'll elicit corrections for the first paragraph in the text SB81 orally. I'll write the corrections on the board. Then I'll explain the errors and corrections.</p> <p>* I'll tell the students to continue correcting the text in the same way.</p> <p>* I'll tell the students to write the corrections in their copybook.</p> <p>* I'll ask the students if they think the paragraphs in SB81 are in the best order.</p> <p>* I'll elicit the topics of each paragraph and write them on the board.</p> <p>* I'll ask the students if they think this is the best order.</p>		
Homework		
Non		
Material		
Students & activity book , colorful pens , pictures		
Headmaster signature		Teacher signature