

Date	/ /
Period	
Class	

Unit 7
Health and safety
<b>Lesson 1      Listening</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Should / shouldn't / must / mustn't.

#### **Speaking**

Giving advice.

#### **Listening**

How to give first aid.

#### **Reading**

Leaflet about hygiene around the home.

#### **Critical thinking**

Interrupting research: the importance of hygiene.

#### **Writing**

What to do if there is a fire.

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

### Warm-up:

- How can you keep the environment clean?

### Presentation:

#### **Vocabulary:**

**breathe - danger - personal - respond - hurt - killed -  
CPR (cardiopulmonary resuscitation)**

#### **Structures:**

- would you like to learn first aid?

### Practice:

**S. B. EX. 1: look and answer these questions in pairs.**

**S. B. EX. 2: look at the words and phrases and answer the questions.**

**S. B. EX. 3: Discuss these questions in pairs.**

### Home assignment:

Write a paragraph about "How to keep our environment clean"?

Date	/ /
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Unit 7
Health and safety
<b>Lesson 2      Language</b>

## SB P.

## WB P.

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#### **Writing**

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Strategies: role play, Discussion, make the decision

### Warm-up:

- what shouldn't you do to keep your house clean?.

### Presentation:

#### **Vocabulary:**

**show - wash hands - interests - outside - Bactria - media - amazing - available**

### Practice:

**S. B. EX. 1: read the article and correct these statements?**

**S. B. EX. 2: Discuss these questions in pairs?**

**W. B. EX. 1: Give advice.**

### Home assignment:

**Write a paragraph about "Hygiene and sanitation"**

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Period		Health and safety
Class		<b>Lesson 3      Reading</b>

## SB P.

### Learning objectives:

#### **Language**

Should / shouldn't / must / mustn't.

#### **Speaking**

Giving advice.

#### **Listening**

How to give first aid.

#### **Reading**

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#### **Critical thinking**

Interrupting research: the importance of hygiene.

#### **Writing**

What to do if there is a fire.

### Teaching Aids

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

### Warm-up:

- What do we mean by " hygiene "?

### Presentation:

#### **Vocabulary:**

**bedding - pets - change - floor - bins - promise - forget - waste - soil**

#### **Structures:**

- you should change your bedding at least once every week.
- you should wash your hands after spending time with your Pets.

### Practice:

**S. B. EX. 1: Discuss these questions in pairs.**

**S. B. EX. 2: read the leaflet are these sentences (T) or ( F )**

### Home assignment:

- Translate into English:

يجب ان تخلع حذائك قبل دخولك الي المنزل.

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Unit 7
Health and safety
<b>Lesson 4 Critical thinking</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Should / shouldn't / must / mustn't.

#### **Speaking**

Giving advice.

#### **Listening**

How to give first aid.

#### **Reading**

Leaflet about hygiene around the home.

#### **Critical thinking**

Interrupting research: the importance of hygiene.

#### **Writing**

What to do if there is a fire.

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

### Warm-up:

- Who are today's heroes?

### Presentation:

#### **Vocabulary:**

**A rule or law - advice-suggestion - smart - prohibition - visual-result - warm**

#### **Structures:**

#### **MAKING PROMISES**

- I promise to..... inf .....

- I promise I will..... inf .....

- I promise that I'll ..... inf .....

- I promise I won't..... inf .....

### Practice:

**S. B. EX. 1: Read and Discuss in pairs.**

**S. B. EX. 2: reply using should /shouldn't/ must /mustn't**

**S. B. EX. 3: match sentences 1-4 with one of these descriptions .**

### Home assignment:

**3 Write what you would say in each of the following situations.**

a A friend asks you what you are doing this weekend. You want to go to the beach.

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Unit 7
Health and safety
<b>Lesson 5 speaking</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Should / shouldn't / must / mustn't.

#### **Speaking**

Giving advice.

#### **Listening**

How to give first aid.

#### **Reading**

Leaflet about hygiene around the home.

#### **Critical thinking**

Interrupting research: the importance of hygiene.

#### **Writing**

What to do if there is a fire.

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

Strategies: role play, Discussion, make the decision

### Warm-up:

- How can you help your mother at home?

### Presentation:

#### **Vocabulary:**

**wrap - evacuate - services - immediately - electrical - blanket**

#### **Structures:**

#### **GIVING ADVICE**

- you should .....

- you shouldn't .....

### Practice:

**S. B. EX. 1: Discuss these questions in pairs.**

**S. B. EX. 2: match the words with their definitions.**

**S. B. EX. 3: Listent and Complete.**

#### **A- Translate into Arabic:**

1- Travel helps us to gain knowledge and experience in life.

2- Toshka is done for the welfare of the Egyptians, especially the coming generations.

#### **B- Translate into English:**

١- لقد وهب الله مصر كثيرا من المصادر الطبيعية التي لو أحسن استغلالها لأصبحنا من أغني الدول

٢- إن الضوضاء التي تسببها المدينة الحديثة تؤثر تأثيرا سيئا على سمعنا.

Date	/ /
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Unit 8
Robots
<b>Lesson 1      Listening</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Zero, first and second conditionals

#### **Speaking**

Discussing consequences

#### **Listening**

Discussion on how technology can improve learning

#### **Reading**

Online posts about the advantages of new technology

#### **Critical thinking**

Is technology always good?

#### **Writing**

An essay about the advantages and disadvantages of having technology in the house

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- What things would it be difficult to live without?

### Presentation:

#### **Vocabulary:**

**GPS – unfortunately – continue – invention – click – touch**

#### **Reading:**

The internet is the best invention that we have today. You can find information about anything you're interested in. It's really useful if you need to find out something for a school project, for example. I'd never be able to do my homework without it!

### Practice:

**S. B. EX. 1:** Read three online posts about technology Write the names of the inventions next to the sentences that describe them.

**S. B. EX. 2:** Discuss in pairs. What do you think is the best invention? Why?

### Home assignment:

Choose the correct answer from a, b, c or d:

1- It can be inexpensive to use the (sharpener – clothes – internet – rockets ) to do your homework.

2-It is often completely ( noise – silent – noisy – loud ) in the desert at night. You can't hear anything.

3- He likes eating fish but he ( likes – alike – dislikes – unlike) eating meat.

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Unit 8
Robots
<b>Lesson 2      Language Focus</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Zero, first and second conditionals

#### **Speaking**

Discussing consequences

#### **Listening**

Discussion on how technology can improve learning

#### **Reading**

Online posts about the advantages of new technology

#### **Critical thinking**

Is technology always good?

#### **Writing**

An essay about the advantages and disadvantages of having technology in the house

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- Which is the most important invention for you?

### Presentation:

#### **Vocabulary:**

**quickly – lock – possible – app – silent – email address – opposite – fix**

#### **reading:**

Robots can do some of the things that people can do, like cleaning or putting parts together in a car factory. We have had robots for a long time, but today robots can do a lot more things than robots could do in the past.

### Practice:

**S. B. EX. 1:** Underline the verbs that follow if in these sentences.

**S. B. EX. 2:** look at the sentences in Exercise 1 and discuss these questions in pairs.

### Home assignment:

Choose the correct verbs in these sentences.

- If I used that app on my phone, it **will be / would be** easy to find places.
- I'll help you to fix your computer if you **tell / will tell** me what's wrong with it.

Date	/ /
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Unit 8
Robots
<b>Lesson 3      Reading</b>

## **SB P.**

### Learning objectives:

#### **Language**

Zero, first and second conditionals

#### **Speaking**

Discussing consequences

#### **Listening**

Discussion on how technology can improve learning

#### **Reading**

Online posts about the advantages of new technology

#### **Critical thinking**

Is technology always good?

#### **Writing**

An essay about the advantages and disadvantages of having technology in the house

### Teaching Aids

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- What inventions can you see in this page?

### Presentation:

#### **Vocabulary:**

**adult – provide – rule – education – reason – comfortable – weekend**

#### **reading:**

I like technology a lot and I use it every day. It helps me find information for my school work and I can buy things easily online. But technology isn't always a good thing. It can lead to a lot of stress and it can stop people enjoying their free time.

### Practice:

S. B. EX. 1: Choose the correct meaning of these words. Use your dictionary to check the meaning.

S. B. EX. 2: Discuss these questions in pairs.

### Home assignment:

#### Choose the correct answer

- 1- At the age of seven, my parents (are taking – were taking – took – take) me to Jordan.
- 2- He (gave – was given – has given – had given) a prize for a drawing of an animal.
- 3- She fainted after she (cook – was cooked – was cooking – had cooked) the dinner.



Date	/ /
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Class	

Unit 8
Robots
<b>Lesson 4 Critical thinking</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Zero, first and second conditionals

#### **Speaking**

Discussing consequences

#### **Listening**

Discussion on how technology can improve learning

#### **Reading**

Online posts about the advantages of new technology

#### **Critical thinking**

Is technology always good?

#### **Writing**

An essay about the advantages and disadvantages of having technology in the house

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- What will you do if you are alone without a patron?

### Presentation:

#### **Vocabulary:**

**enormous - invention - success - manage - follow - caused**

#### **reading:**

*If I **need** help with a school project I **look** online. It is my habit. If you **boil** water, it **changes** into steam.*

### Practice:

**S. B. EX. 1:** Use the phrases in Exercise 8 to write about another invention.

**S. B. EX. 2:** Write the phrases from the Discussing causes and results box in the correct column of the table below

### Home assignment:

#### **A- Translate into Arabic:**

People with disabilities are useful citizens although they are with special needs. They can share in making progress as they have different skills.

#### **A- Translate into Arabic:**

١- إن أفضل دعوة لتحقيق الاستقرار للوطن، ولحل مشكلة الإسكان في مصر هو بناء المدن الجديدة.

Date	/ /
Period	
Class	

Unit 8
Robots
<b>Lesson 5 Writing</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Zero, first and second conditionals

#### **Speaking**

Discussing consequences

#### **Listening**

Discussion on how technology can improve learning

#### **Reading**

Online posts about the advantages of new technology

#### **Critical thinking**

Is technology always good?

#### **Writing**

An essay about the advantages and disadvantages of having technology in the house

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- What is your grandfather's job?

### Presentation:

#### **Vocabulary:**

**social life - free - technology - quiz - chat - feedback**

#### **reading:**

I don't know what I would do without technology!  
It makes life easier and you can do things so much faster. And how would we travel without technology? You can travel from Cairo to London in just five hours in a plane!

### Practice:

**S. B. EX. 1: Discuss these questions in pairs.**

**S. B. EX. 2: Listen and do the following.**

**s. B. EX. 1:** Put a cross next to the advantages and disadvantages that you don't agree with

### Home assignment:

Choose the correct answer.

1 Hana loves animals, so she wants to be a .....

A teacher B plumber

C vet

D baker

2 After the accident, Lara couldn't walk and she had to use a/an .....

A wheelchair

B armchair

C pair of glasses

D muscle

Date	/ /
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Class	

Unit 9
A good education
<b>Lesson 1      Listening</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Past simple passive; Past simple and past perfect (Active)

#### **Speaking**

Agreeing and disagreeing

#### **Listening**

A discussion on changing schools; agreeing or disagreeing on an opinion

#### **Reading**

A text about Charlotte Bronte and her novel *Jane Eyre*

**Communication** Supporting your opinion with reasons

**Writing** A summary of Jane Eyre

**Life Skills** Different ways of learning

### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- What is your Dream?

### Presentation:

#### **Vocabulary:**

orphan - request - cruel - booking - governess - housekeeper - duties

#### **Structures:**

- Children from rich families *were taught* at home by a governess.

### Practice:

**S. B. EX. 1:** Read the summary of Jane Eyre quickly. Which phrase best explains what the story is about?

**s. B. EX. 1:** Match the words and the definitions

### Home assignment:

#### **Find and correct the mistakes.**

- 1- Mr and Mrs Osman employed a governess / housekeeper to teach their children at home.
- 2- Hania never knew her parents because she is a(n) governess / orphan.
- 3 -That bully was very cruel / strange to the smaller boys, so they told a teacher about it.
- 4 - The housekeeper / orphan showed the guest to her room.

Date	/ /
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Class	

Unit 9
A good education
<b>Lesson 2 Grammar</b>

## SB P. 72

## WB P. 70

### Learning objectives:

#### **Language**

Past simple passive; Past simple and past perfect (Active)

#### **Speaking**

Agreeing and disagreeing

#### **Listening**

A discussion on changing schools; agreeing or disagreeing on an opinion

#### **Reading**

A text about Charlotte Brontë and her novel *Jane Eyre*

**Communication** Supporting your opinion with reasons

**Writing** A summary of Jane Eyre

**Life Skills** Different ways of learning

### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- Do you think it would be easy to live in a house with another family? Why?

### Presentation:

#### Vocabulary:

Rights - servant - cousins - boss - wealthy - owner employed - called

#### Practice:

**S. B. EX. 1: Are these sentences true (T) or false (F)?**

**Correct the false sentences.**

**S. B. EX. 2: Complete the sentences with the past simple passive form of the verbs in the box.**

### Home assignment:

**2 Complete the sentences in the past simple or past perfect. Use the verbs in brackets.**

1 Mrs Reed made Jane Eyre stay in a bedroom because she ..... (fight) with her cousin.

2 Mrs Reed decided to send Jane away to school because Jane ..... (become) ill before.

3 After Jane had arrived, she ..... (realise) that the headmaster at Lowood School was a cruel person.

Date	/ /
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Unit 9
A good education
<b>Lesson 3      Reading</b>

## SB P.

### Learning objectives:

#### **Language**

Past simple passive; Past simple and past perfect (Active)

#### **Speaking**

Agreeing and disagreeing

#### **Listening**

A discussion on changing schools; agreeing or disagreeing on an opinion

#### **Reading**

A text about Charlotte Brontë and her novel *Jane Eyre*

**Communication** Supporting your opinion with reasons

**Writing** A summary of Jane Eyre

**Life Skills** Different ways of learning

### Teaching Aids

- The white board, the black board, student book and workbook.

### Warm-up:

- You're going to read a summary of the book ***Jane Eyre*** by Charlotte Brontë. What do you know about Charlotte Brontë?

### Presentation:

#### **Vocabulary:**

**customer - apply for - century - contact - oasis - uniform -  
employed - investment - waiter - fire**

#### Practice:

**S. B. EX. 1: Read the text and discuss the questions in pairs**

**S. B. EX. 2: match these collocations with their meanings.**

### Consolidation:

Ss are asked to answer WB. EX. 3 at home.

### Home assignment:

Imagine that you are going to have a class discussion about the best way to learn. Your teacher has asked you to prepare some notes about the following statement:

"Students should work in groups at school because that is the best way to learn!"

Date	/ /	Unit 9
Period		A good education
Class		<b>Lesson 4 Critical thinking</b>

### SB P.

### WB P.

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##### **Speaking**

Agreeing and disagreeing

##### **Listening**

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##### **Reading**

A text about Charlotte Brontë and her novel *Jane Eyre*

**Communication** Supporting your opinion with reasons

**Writing** A summary of *Jane Eyre*

**Life Skills** Different ways of learning

#### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

#### Warm-up:

- who is your favourite writer?

#### Presentation:

##### **Vocabulary:**

nearby - of my own - office skills - newspaper - degree -  
pilot - a TV programme

#### Practice:

**S. B. EX. 1:** Look at the pictures of people learning. What do they show?

**S. B. EX. 2:** In pairs, agree or disagree with the opinions. Give reasons for your ideas.

**S. B. EX. 3:** Discuss in pairs.

#### Home assignment:

1- Write what you would say in each of the following situations:

1- Your friend has a cut in his hand

2- You don't know how to drive a car, you ask someone.

Date	/ /
Period	
Class	

Unit 9
A good education
<b>Lesson 5 Communication</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Past simple passive; Past simple and past perfect (Active)

#### **Speaking**

Agreeing and disagreeing

#### **Listening**

A discussion on changing schools; agreeing or disagreeing on an opinion

#### **Reading**

A text about Charlotte Brontë and her novel *Jane Eyre*

**Communication** Supporting your opinion with reasons

**Writing** A summary of Jane Eyre

**Life Skills** Different ways of learning

### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: Brain storming, Discussion, Role play

### Warm-up:

- What do you think STEM subjects are at school?

### Presentation:

#### **Vocabulary:**

**unless - tooth - teeth - cleaner - carpenter - university - education - thief**

#### Practice:

**S. B. EX. 1: Do you agree.**

**S. B. EX. 2: Discuss in pairs.**

**W. B. EX. 1: read and answer the questions.**

**W. B. EX. 2: writ for and against paragraphs.**

### Home assignment:

#### A- Translate into Arabic:

To seek peace requires a lot of hard work, patience and compromises. It must be worked out in face to face talks between warring parties.

#### B- Translate into English:

— الصحة الجيدة تقى الفرد ضد الانحراف.

Date	/ /
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Unit 10
What's your job?
<b>Lesson 1      Listening</b>

## SB P.

## WB P.

### Learning objectives:

**Language:** Reported speech: statements and questions

### **Speaking**

Talking about job opportunities

### **Listening**

Students at a job fair

### **Reading**

An article about jobs

**Writing:** An email asking for advice; a personal CV

**Life Skills:** Self-management Planning for the world of work

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

### Warm-up:

- What kind of jobs are popular with young people in Egypt today?

Strategies: Brain storming, Discussion, Role play

### Presentation:

#### Vocabulary:

**rewarding- stage - apply- level - training- stressful- average - skill- contract**

#### Structures:

- How were communications twenty years ago?

### Practice:

**S. B. EX. 1: Match the meaning of these words and phrases, then check in a dictionary.**

**S. B. EX. 2: read the magazine article. Which job do you think is the more difficult?**

**W. B. EX. 1: Complete the table.**

**W. B. EX. 2: Join the sentences with the correct words.**

### Home assignment:

1 Match the numbers or dates.

- a 64
- b 685
- c 6,072
- d 2016
- e 1666

- 1 sixteen sixty-six
- 2 two thousand and sixteen
- 3 sixty-four
- 4 six thousand and seventy-two
- 5 six hundred and eighty-five



Date	/ /
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Unit 10
What's your job?
<b>Lesson 2      Language</b>

## SB P.

## WB P.

### Learning objectives:

**Language:** Reported speech: statements and questions

### **Speaking**

Talking about job opportunities

### **Listening**

Students at a job fair

### **Reading**

An article about jobs

**Writing:** An email asking for advice; a personal CV

**Life Skills:** Self-management Planning for the world of work

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

### Warm-up:

- What kind of jobs are popular with young people in Egypt today?

Strategies: Brain storming, Discussion, Role play

### Presentation:

### Vocabulary:

**practical- qualifications- casualty department- scientist -  
laboratory - expert**

### Practice:

**S. B. EX. 1: listen to what people actually said at the job fair and complete the sentences.**

**S. B. EX. 2: listen to three students talking about their experiences at a job fair.**

**What industry does each student want to work in?**

### Home assignment:

**-Change what the people say into reported speech.**

1-"I don't want to play football at the weekend," said Hatem.

2-"Can you tell me your name, please?" the interviewer asked me.c The Tibet railway

3-"Have you got a degree in maths or science?" she inquired.

Date	/ /
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Unit 10
What's your job?
<b>Lesson 3      Reading</b>

## SB P.

### Learning objectives:

**Language:** Reported speech: statements and questions

### **Speaking**

Talking about job opportunities

### **Listening**

Students at a job fair

### **Reading**

An article about jobs

**Writing:** An email asking for advice; a personal CV

**Life Skills:** Self-management Planning for the world of work

### Teaching Aids

- The white and blackboard, student book and workbook, chalk.

### Warm-up:

- Is there anything you don't enjoy?

Strategies: Brain storming, Discussion, Role play

### Presentation:

#### **Vocabulary:**

**products - successful - communicate - main - difficult - include - attendant - degree - industry**

#### **Structures:**

- There is a good film on TV about science fiction. **I think you will enjoy it.**
- I expect we will be able to send texts by the power of thought.

### Practice:

**S. B. EX. 1: read the magazine article. Which job do you think is the more difficult?**

**S. B. EX. 2: read the article again and answer the questions.**

### Home assignment:

- Translate into English:

- ١- تقع مصر على الساحل الشرقي من أفريقيا.
- ٢- يقدم التلفاز برامج تعليمية ناجحة بالإضافة إلى المباريات والمسلسلات.

Date	/ /
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Unit 10
What's your job?
<b>Lesson 4 Critical thinking</b>

## SB P.

## WB P.

### Learning objectives:

**Language:** Reported speech: statements and questions

### **Speaking**

Talking about job opportunities

### **Listening**

Students at a job fair

### **Reading**

An article about jobs

**Writing:** An email asking for advice; a personal CV

**Life Skills:** Self-management Planning for the world of work

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

### Warm-up:

- Who are today's heroes?

Strategies: Brain storming, Discussion, Role play

### Presentation:

### Vocabulary:

link - nurse - right - the children's ward - sick - affect - move - reliable

### Practice:

**S. B. EX. 1: Read and Discuss in pairs.**

**S. B. EX. 2: skills for life.**

**S. B. EX. 3: answer the following questions.**

**W. B. EX. 1: Complete the sentences with the words in the box.**

### Home assignment:

#### A- Translate into Arabic:

1. No one is going to hand you success on a silver plate. If you want to make it, you will have to make it on your own.
2. Scientists are trying to develop cleaner cars that may cause no pollution to the environment
3. Computers are being used more and more in the world today for the simple reason that they have better memories and can store huge amounts of information.

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Unit 10
What's your job?
<b>Lesson 5 Communication</b>

## SB P.

## WB P.

### Learning objectives:

**Language:** Reported speech: statements and questions

### **Speaking**

Talking about job opportunities

### **Listening**

Students at a job fair

### **Reading**

An article about jobs

**Writing:** An email asking for advice; a personal CV

**Life Skills:** Self-management Planning for the world of work

### Teaching Aids:

- The white and blackboard, student book and workbook, chalk.

### Warm-up:

- What is your father's job?

Strategies: Brain storming, Discussion, Role play

### Presentation:

### Vocabulary:

**confident – flexible – section – honest – plumber – nearly – loyal**

### Practice:

**S. B. EX. 1: Listen and answer these questions.**

**S. B. EX. 2: Discuss in pairs.**

### Home assignment:

**1 Write questions for these answers.**

**a** When ....*was the Suez Canal opened*.....?

The Suez Canal was opened in 1869.

**b** When .....?

The Pyramids were built about 4,500 years ago.

Where .....?

A lot of the world's cotton is grown in Egypt

What.....?

Clock s are used for telling the time.

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Unit 11
Amazing people
<b>Lesson 1      Listening</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Relative clauses

#### **Speaking**

Making complaints and polite responses

#### **Listening**

A radio interview about equal opportunities

#### **Reading**

An article about athletes with disabilities

#### **Life skills**

Respect for diversity; creativity; cooperation

#### **Writing**

A paragraph on a disabled person you like; an email to arrange a job interview

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- An athlete who is not a member of the National Team.

### Presentation:

#### **Vocabulary:**

**athlete - disability - Olympics - achievement - compete - muscle- powerlifting**

### Practice:

**S. B. EX. 1: Read about three athletes and answer these questions.**

**S. B. EX. 2: Match then find the meaning.**

### Home assignment:

#### **- Translate into English:**

١- لا شك أن المسابقات الرياضية الدولية تساعد على تقارب الشعوب وإشاعة ثقافة التسامح والتفاهم مما يؤدي إلى نبذ الكراهية والعنف.

٢- للرياضة أثر كبير في محاربة المشكلات المجتمعية المختلفة مثل العنف والجريمة، كما يمكنها تعزيز المبادئ الأساسية لشخصية الأطفال ومواقفهم تجاه الآخرين.

Date	/ /
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Unit 11
Amazing people
<b>Lesson 2      Language Focus</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Relative clauses

#### **Speaking**

Making complaints and polite responses

#### **Listening**

A radio interview about equal opportunities

#### **Reading**

An article about athletes with disabilities

#### **Life skills**

Respect for diversity; creativity; cooperation

#### **Writing**

A paragraph on a disabled person you like; an email to arrange a job interview

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- An athlete who has a physical difference that makes it difficult to do something.

### Presentation:

#### Vocabulary:

race - podcast - Disc - Paralympics - lifter - bronze - share

### Practice:

**S. B. EX. 1: Read about the relative clauses and answer.**

**S. B. EX. 2: Rewrite the following.**

**W. B. EX. 1: Complete with who-which- that - where.**

### Home assignment:

#### Choose the correct answer :

1- The man looked ..... surprised when a little boy threw a stone at his car.

a. quit      b. quiet      c. quietly      d. quite

2- Going to school teaches children to ..... on well with other people.

a. keep      b. get      c. set      d. let

3- It is often completely ..... in the desert at night. You can't hear anything.

a. noise      b. silent      c. noisy      d. loud

4- I don't have much ..... with nature .

a. connect      b. communicate      c. contact      d. contract

Date	/ /
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Unit 11
Amazing people
<b>Lesson 3      Reading</b>

## SB P.

### Learning objectives:

#### **Language**

Relative clauses

#### **Speaking**

Making complaints and polite responses

#### **Listening**

A radio interview about equal opportunities

#### **Reading**

An article about athletes with disabilities

#### **Life skills**

Respect for diversity; creativity; cooperation

#### **Writing**

A paragraph on a disabled person you like; an email to arrange a job interview

### Teaching Aids

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- An athlete who is too young to participate in the Olympic Games.

### Presentation:

#### Vocabulary:

**events - organisation - sociology - campus - positive - equal - media**

### Practice:

**S. B. EX. 1: Match the words with their meanings.**

**S. B. EX. 2: read and answer the questions.**

### Home assignment:

#### Choose the correct answer :

1. Jules Verne, ..... was French, was born in 1828.

a) who                                      b) which                                      c) where                                      d) when

2. His father, ..... was a lawyer, paid for his studies.

a) who                                      b) which                                      c) where                                      d) when

3. The man ..... paid for his studies was his father.

a) which                                      b) that                                      c) where                                      d) when

Date	/ /
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Class	

Unit 11
Amazing people
<b>Lesson 4 Critical thinking</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Relative clauses

#### **Speaking**

Making complaints and polite responses

#### **Listening**

A radio interview about equal opportunities

#### **Reading**

An article about athletes with disabilities

#### **Life skills**

Respect for diversity; creativity; cooperation

#### **Writing**

A paragraph on a disabled person you like; an email to arrange a job interview

### Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- What is Jules Verne's last novel?

### Presentation:

#### Vocabulary:

**community – respond – support – colleague – staff – employee – employer**

### Practice:

**S. B. EX. 1: answer these questions.**

**S. B. EX. 2: Discuss these questions in pairs.**

**W. B. EX. 1: Complete the definitions with these words.**

### Home assignment:

**- Supply the missing words in the following passage :**

We went out on Monday, 1)..... was my birthday. The first thing we visited 2)..... the wonderful aquarium in the city center 3)..... there are three killer whales and a crowd 4)..... dolphins. We arrived in the late afternoon 5)..... all the animals were fed so it was wonderful to see the dolphins 6)..... were out of the water to get the fish.



Date	/ /
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Unit 11
Amazing people
<b>Lesson 5 Functions</b>

**SB P.**

**WB P.**

## Learning objectives:

### **Language**

Relative clauses

### **Speaking**

Making complaints and polite responses

### **Listening**

A radio interview about equal opportunities

### **Reading**

An article about athletes with disabilities

### **Life skills**

Respect for diversity; creativity; cooperation

### **Writing**

A paragraph on a disabled person you like; an email to arrange a job interview

## Teaching Aids:

- The white and black boards, marker, student book and workbook.

Strategies: role play, Discussion, make the decision

## Warm-up:

- Where did the story begin?

## Presentation:

### Vocabulary:

**apology - bother - gain - current - charity- benefits - agreement**

## Practice:

**S. B. EX. 1: Describe a journey.**

**S. B. EX. 2: Talk about the journey in pairs.**

**W. B. EX. 1: Read and answer.**

**W. B. EX. 2: write about your journey.**

## Home assignment:

### a- Translate into Arabic:

1- Individuals differ in their ability to understand complex ideas and to adapt effectively to the environment. So, they must be taught in different ways.

Date	/ /
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Unit 12
Hard work
<b>Lesson 1      Listening</b>

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Modal verbs of possibility can't, might, must

#### **Speaking**

Explaining mysteries

#### **Listening**

A conversation about how people work

#### **Reading**

A summary of Silas Marner

#### **Critical thinking**

Research and present answers to a famous mystery

#### **Writing**

A book review; a short story

### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- What is your Dream?

### Presentation:

#### Vocabulary:

**disappear – guilt – mystery – weave – engaged – plot – theme**

### Practice:

**S. B. EX. 1: answer these questions in pairs.**

**S. B. EX. 2: Guess the meaning.**

**W. B. EX. 1: complete the sentences with prepositions.**

**W. B. EX. 2: match to make sentences.**

### Home assignment:

#### Choose the correct answer :

- The book's ..... is the conflict between love and duty.  
a. owner      b. theme      c. buyer      d. page
- The ..... was so complicated that I was totally confused by the time I was two chapters in.  
a. happiness      b. evil      c. offer      d. plot
- There are obvious benefits in allowing each student to go at his own .....  
a. property      b. mind      c. pace      d. care

Date	/ /
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Class	

Unit 12
Hard work
Lesson 2 Grammar

**SB P. 92**

**WB P. 86**

## Learning objectives:

### **Language**

Modal verbs of possibility can't, might, must

### **Speaking**

Explaining mysteries

### **Listening**

A conversation about how people work

### **Reading**

A summary of Silas Marner

### **Critical thinking**

Research and present answers to a famous mystery

### **Writing**

A book review; a short story

## Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

## Warm-up:

- What is your Dream?

## Presentation:

### Vocabulary:

**village - recommend - adopt - stones - artificial intelligence**  
**deep lake - monster**

## Practice:

**S. B. EX. 1: underline the modal verbs.**

**S. B. EX. 2: discuss in pairs.**

**W. B. EX. 1: what has happened?**

## Home assignment:

### Choose the correct answer :

1. My father was frightened of spiders, so my phobia must ..... come from him.

- a) have                      b) has                      c) had                      d) having

2. I hated opening cupboards because I might have ..... a spider in them.

- a) find                      b) finds                      c) found                      d) finding

3. I loved dolls until I was about five, so fear of dolls ..... have been a phobia I was born with.

- a) can                      b) can't                      c) could                      d) might

Date	/ /
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Class	

Unit 12
Hard work
<b>Lesson 3      Reading</b>

## SB P.

### Learning objectives:

#### **Language**

Modal verbs of possibility can't, might, must

#### **Speaking**

Explaining mysteries

#### **Listening**

A conversation about how people work

#### **Reading**

A summary of Silas Marner

#### **Critical thinking**

Research and present answers to a famous mystery

#### **Writing**

A book review; a short story

### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- What is your Dream?

### Presentation:

#### Vocabulary:

**characters - husband - empty bag - cottage - unpleasant -  
warehouse - abandon - police officer - countryside - dusty**

### Practice:

**S. B. EX. 1: Discuss with a partner.**

**S. B. EX. 2: Read and complete.**

### Consolidation:

Ss are asked to answer WB. EX. 3 at home.

### Home assignment:

**1- Write what you would say in each of the following situations:**

1- Your friend tells you about his father's death.

2- Sameh suggests playing football but you don't agree.

Date	/ /
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Class	

Unit 12
Hard work
<b>Lesson 4 Critical thinking</b>

**SB P.**

**WB P.**

## Learning objectives:

### **Language**

Modal verbs of possibility can't, might, must

### **Speaking**

Explaining mysteries

### **Listening**

A conversation about how people work

### **Reading**

A summary of Silas Marner

### **Critical thinking**

Research and present answers to a famous mystery

### **Writing**

A book review; a short story

## Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

## Warm-up:

- What is your Dream?

## Presentation:

### **Vocabulary:**

**special skill - pharaohs - situation - Egyptian legend -**

**virtual - fireplace - height**

## Practice:

**S. B. EX. 1: Match the words in bold to the definitions.**

**S. B. EX. 2: discuss in a small group.**

**S. B. EX. 3: Discuss in pairs.**

**W. B. EX. 2: complete the puzzle.**

**W. B. EX. 2: correct the spelling mistake in every line.**

## Home assignment:

### **a- Translate into Arabic:**

- 1- Self studying, which involves studying without direct supervision or attendance in a classroom, is a valuable way to learn. So, we should encourage such kind of education.
- 2- We should always forget our disputes and look for the future. The wisest person is the one who makes full use of what life offers him without sorrowfully looking back at what he has lost.

Date	/ /
Period	
Class	

Unit 12
Hard work
Lesson 5 Functions

## SB P.

## WB P.

### Learning objectives:

#### **Language**

Modal verbs of possibility can't, might, must

#### **Speaking**

Explaining mysteries

#### **Listening**

A conversation about how people work

#### **Reading**

A summary of Silas Marner

#### **Critical thinking**

Research and present answers to a famous mystery

#### **Writing**

A book review; a short story

### Teaching Aids:

- The white board, the black board, student book and workbook.

Strategies: role play, Discussion, make the decision

### Warm-up:

- What is your Dream?

### Presentation:

#### Vocabulary:

**respect - purpose - relationship - feel like - image -  
rather than - nervous**

### Practice:

**S. B. EX. 1: Read two reviews of Silas Marner. Which reader liked the book more?**

**S. B. EX. 2: choose unusual phobia and write about it.**

**W. B. EX. 1: Match with the right answer.**

**W. B. EX. 2: writ for and against.**

### Home assignment:

#### - Translate into English:

1- تعاني العديد من دول العالم من مشكلة اللاجئين الذين تجبرهم الحروب والصراعات على ترك أوطانهم والبحث عن مكان آمن للعيش فيه.

Date	/ /
Period	
Class	

Chapter 7
Treasure Island

## SB P.

### Aim/s :

- Listening for gist and detailed information.

### Teaching Aids:

- The white and the black board, student book and marker.

### Review:

- What did Jim do next after he knew about Silver's mutiny?

### Warm-up:

- In Chapter 6, why do you think captain Smollett let Silver help him do this?

### Strategies:

pair work, Discussion and role play.

### Presentation:

### Vocabulary:

**chain –belive –crazy – dead – mist – trial – firewood – sail  
– truce**

### **\* Summary:**

I walked with Ben Gun and we soon saw the fort. "Your friends will be inside, Jim," said Ben. "It might be the pirates," I replied. "No, look at the flag! They will be good men," he answered. "The fort was made by Flint. He was a clever man and he wasn't frightened of anyone, except Silver." "Let's go inside," I said. "I can't go in there," Gun replied. "I don't trust anyone. I'll wait for you. Remember what I told you. I can help you. Come and find me tomorrow."

### Home assignment:

#### 1) Are these sentences true (T) or false (F)? Correct the false sentences:

1. There were good men on the Hispaniola. ....
2. Jim waited until it was nearly dark before he went into the fort.  
.....
3. The fort was full of sand and smoke. ....
4. The men in the fort had nothing to do. ....
5. In the morning, they could only see the head of Silver and one other pirate because they were hiding. ....
6. Silver was not happy when he left the fort. ....

Date	/ /
Period	
Class	

Chapter 8
Treasure Island

## SB P.

### Aim/s :

- Listening for gist and detailed information.

### Teaching Aids:

- The white and the black board, student book and marker.

### Review:

- what do you know about captain smollett?

### Warm-up:

- In Chapter 7, why do you think gun was left alone on the island?

### Strategies:

- pair work, Discussion, role play

### Presentation:

### Vocabulary:

**anchor –shot –tent – paddle – move – steer – wind**

### **\* Summary:**

Some of the pirates tried to climb the fence, but Joyce shot two of them and one ran back to the trees. However, four were now inside the fences and seven more continued to fire at us from the trees. Our men fired at the four pirates, but did not hit them. They were now running up the hill to the fort, and one of them climbed up and took Hunter's gun. Another ran in through the door, where the doctor killed him.

### Home assignment:

#### **1) Complete the sentences with these adverbs:**

**badly completely nearly quickly quietly suddenly weakly**

- Joyce ..... fired his gun when the pirates first attacked.
- When Smollett told him to go, Jim ran to the other side of the fort .....
- After he was hurt, Captain Smollett spoke .....
- Jim later left the fort .....
- It was ..... dark when Jim found Ben Gun's boat.
- Ben Gun's boat was ..... made.
- Jim was soon ..... wet.



Date	/ /
Period	
Class	

Chapter 9
Treasure Island

## SB P.

### Aim/s :

- Listening for gist and detailed information.

### Teaching Aids:

- The white and the black board, student book and marker.

### Review:

- What did some of the pirates try to do?

### Warm-up:

- In Chapter 8, where did the doctor kill the man?

### Strategies:

pair work, Discussion and role play.

### Presentation:

#### **Vocabulary:**

**bandage –deck –shallow – mast – shoulder – wound – wreck**  
**– get nearer – lying on**

### **\* Summary:**

I found some water and some food, which I put in my bag, and I went back to give the water to Hands. He drank all of it, very quickly. "Are you hurt?" I asked him. "With a doctor, I'll be fine," he said. "And where have you been?" "Well, I've decided to take the ship, so you must now call me Captain," I said. He looked at me angrily, but he also looked very ill. "Also, Mr Hands, we can't have this flag on the ship," I said, and then I went to take down the black pirate flag.

### Home assignment:

#### **2) Are these sentences true (T) or false (F)? Correct the false sentences:**

1. Jim saw someone sailing the Hispaniola around the island.
2. On the Hispaniola, Jim realised that Hands was hurt.
3. Jim did not want to help the pirate.
4. Hands taught Jim to sail the ship.
5. Jim knew that he could trust Hands.