



**Kingdom Of Saudi Arabia Educating Management Of Area……………**

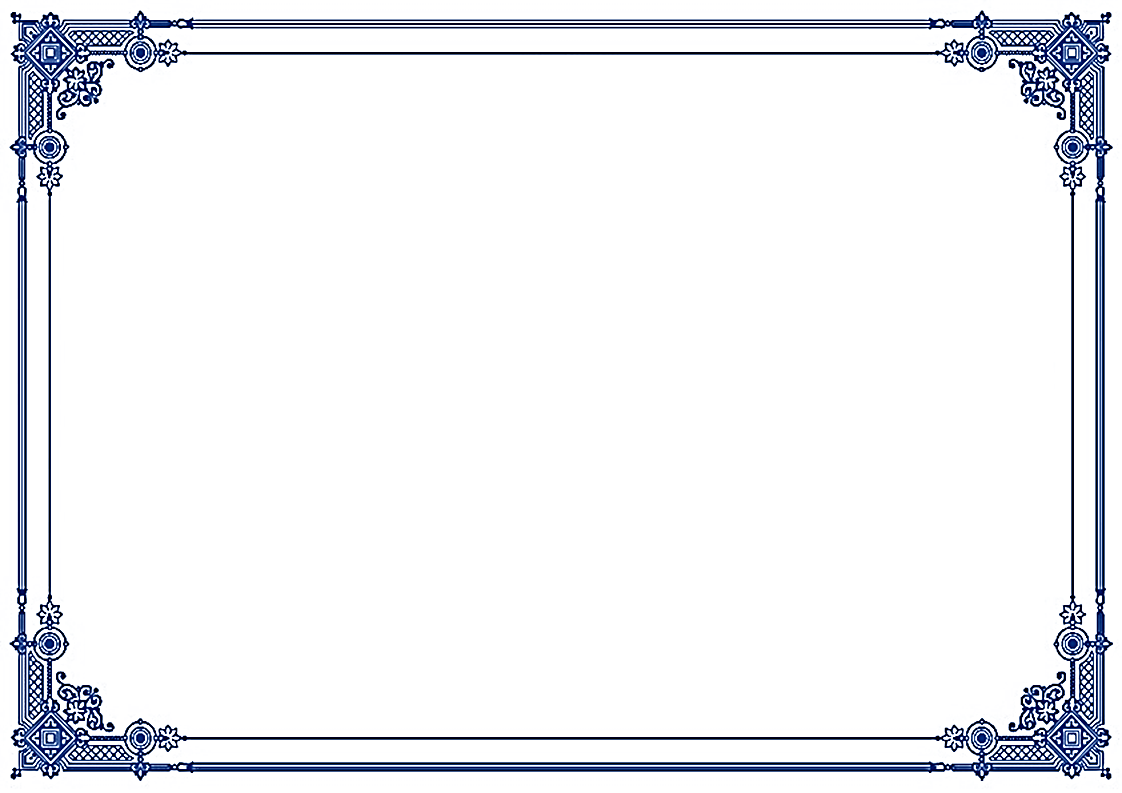
**Ministry Of Education School Name………………**

**Stage \ Secondary – credits system compulsory program**

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| Weekly Class Schedule | | | | | | | |
| **Seventh** | **Sixth** | **Fifth** | **Fourth** | **Third** | **Second** | **First** | **Shares**  **Days** |
|  |  |  |  |  |  |  | **Sun.** |
|  |  |  |  |  |  |  | **Mon.** |
|  |  |  |  |  |  |  | **Tues.** |
|  |  |  |  |  |  |  | **Wed.** |
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Subject Teacher Director of School

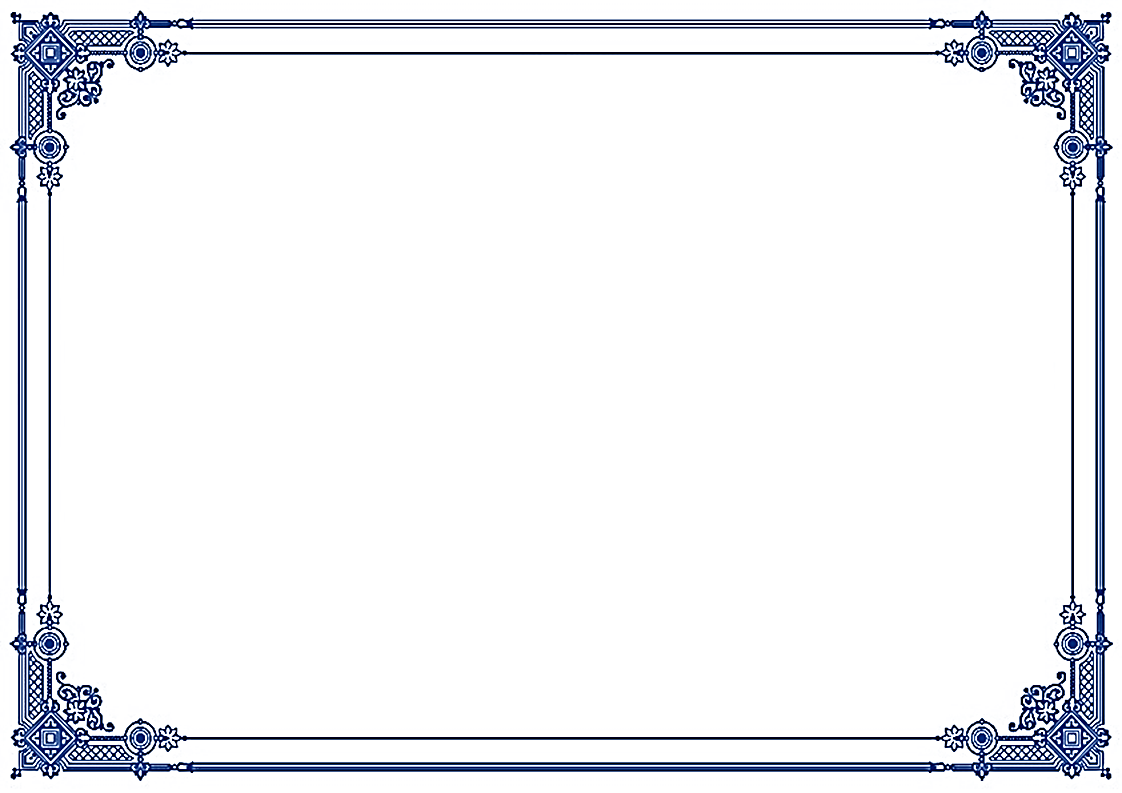
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**General Objective of Teaching English in Secondary Stage**

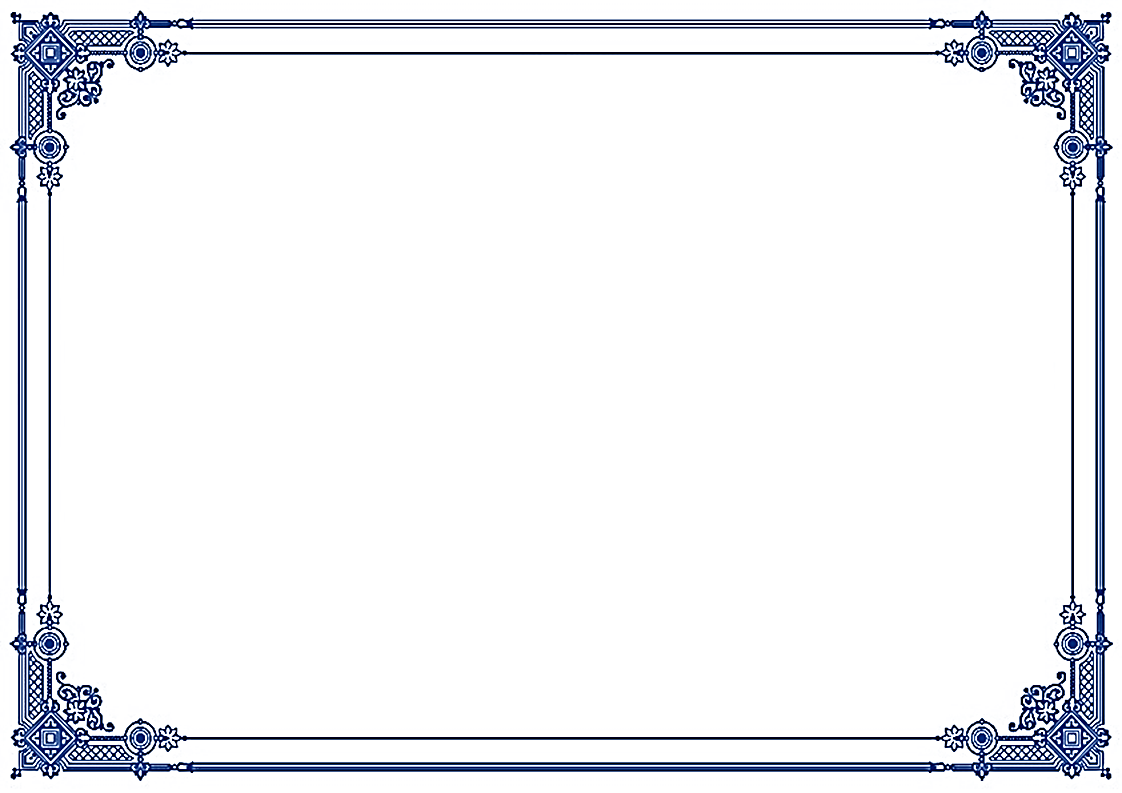
**By the end of the secondary stage and within the assigned structures and vocabulary for this stage, students should be able to do the following:**

1. Use English language structures and analyze them to understand the relationships among them
2. Learn the assigned vocabulary ,idioms ,and expressions and understand their meanings in context
3. Acquire the ability to listen to comprehend English language and to distinguish between different intonations
4. Participate in conversations and discussions using proper English
5. Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding
6. Write a free-essay of three paragraphs using correct English
7. Translate English text into Arabic and vise versa
8. Realize the importance of English in the local job market
9. Be aware of the importance of English as an international language of communication for introducing Islam, our culture, and our cultural achievements to others
10. Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching; through texts representing various life situations
11. Gain a reasonable command of English in order to be in a better position to defend Islam against adverse



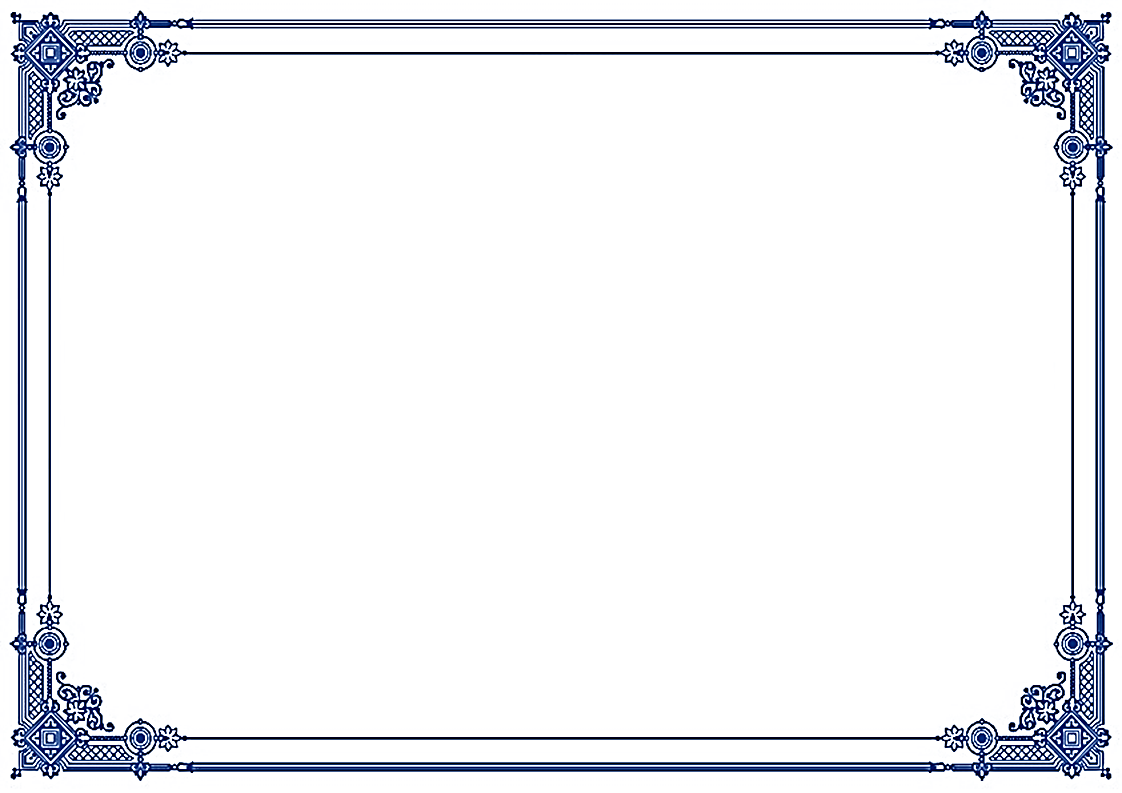
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| **Studding Year** | **Studding Term** | **Subject** | **Stage** |
| **1435 / 1436 H** | **Second** | **Flying High 4** | **Secondary** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **5/4/1436**  **9/4/1436** | **Unit 1**  **Family, friends and colleagues** | **7** | **17/5/1436**  **21/5/1436** | Unit 4  **The world of sports** | **13** | **8/7/1436**  **12/7/1436** | Unit 7  **Free time** |
| **2** | **12/4/1436**  **16/4/1436** | **Unit 1**  **Family, friends and colleagues** | **8** | **24/5/1436**  **28/5/1436** | Unit 4  **The world of sports** | **14** | **15/7/1436**  **19/7/1436** | Unit 7  **Free time** |
| **3** | **19/4/1436**  **23/4/1436** | **Unit 2**  **The best of the past** | **9** | **9/6/1436**  **13/6/1436** | **Unit 5**  **Knowing the market** | **15** | **22/7/1436**  **26/7/1436** | Unit 8  **The animal kingdom** |
| **4** | **26/4/1436**  **30/4/1436** | **Unit 2**  **The best of the past** | **10** | **16/6/1436**  **20/6/1436** | **Unit 5**  **Knowing the market** | **16** | **29/7/1436**  **3/8/1436** | Unit 8  **The animal kingdom** |
| **5** | **3/5/1436**  **7/5/1436** | **Unit 3**  **Into the future** | **11** | **23/6/1436**  **27/6/1436** | Unit 6  **Looking forward** | **17** | **6/8/1436**  **10/8/1436** | Final test |
| **6** | **10/14/1436**  **14/5/1436** | **Unit 3**  **Into the future** | **12** | **1/6/1436**  **5/7/1436** | Unit 6  **Looking forward** | **18** | **13/8/1436**  **17/8/1436** | Final test |

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**التقويم الدراسي   للعام 1435 / 1436 هـ**

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| **الموضـوع** | **الـتاريخ الهجـري** | **الـتاريخ الـميلادي** |
| **بداية الدراسة للفصل الدراسي الأول** | **الأحد 5 / 11 / 1435هـ** | **31/ 8 / 2014 م** |
| **إجازة اليوم الوطني** | **الثلاثاء 28/11/1435هـ** | **23/9/2014م** |
| **بداية إجازة عيد الأضحى** | **نهاية دوام الأحد 4/12/1435هـ** | **28/9/2014م** |
| **بداية الدراسة بعد أجازه عيد الأضحى** | **الأحد 18/ 12/1435هـ** | **12/ 10/ 2014 م** |
| **بداية اختبار الفصل الدراسي الأول** | **الأحد 13/3/ 1436هـ** | **4 / 1 / 2015 م** |
| **بداية إجازة منتصف العام** | **نهاية دوام يوم الخميس 24/3/1436هـ** | **15 / 1 / 2015 م** |
| **بداية الدراسة للفصل الدراسي الثاني** | **الأحد 5/ 4/ 1436هـ** | **25 / 1 / 2015 م** |
| **بداية إجازة منتصف الفصل الدراسي الثاني** | **نهاية دوام الخميس 28/ 5 / 1436هـ** | **19 / 3 / 2015 م** |
| **بداية الدراسة بعد إجازة منتصف الفصل الثاني** | **الأحد 9/6/1436هـ** | **29/3/2015م** |
| **بداية اختبارات الفصل الثاني** | **الأحد 9/8/1436هـ** | **24/5/2015م** |
| **بداية إجازة نهاية العام** | **نهاية دوام الخميس 17/8/1436هـ** | **4 / 6 / 2015 م** |
| **بداية العام الدراسي 1436/ 1437 هـ** | **الأحد 8/ 11 / 1436هـ** | **23 / 8 / 2015 م** |
| **عدد أسابيع الدراسة للفصل الدراسي الأول** | **(18) أسبوعاً + يوما واحدا (تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| **عدد أسابيع الدراسة للفصل الدراسي الثاني** | **(18) أسبوعاً (تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| **عدد أيام الدراسة الفعلية للفصلين** | **(181) يوماً (تشمل أيام الدراسة وأيام الاختبارات)** | |
| **عدد الإجازات أثناء العام الدراسي** | **(4)  إجازات** | |
| **عدد أيام إجازة عيد الأضحى** | **(12) يوماً** | |
| **عدد أيام إجازة منتصف العام الدراسي** | **(9)  أيام** | |
| **عدد أيام إجازة منتصف الفصل الثاني** | **(9)  أيام** | |



**مسرد تحضير مادة اللغة الإنجليزية**

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| **اليوم** | **التاريخ** | **الصف** | **الحصة** | **عنوان الدرس** | **التوقيع** |
| الأحد | / / 14هـ |  |  |  |  |
| الاثنين | / / 14هـ |  |  |  |  |
| الثلاثاء | / / 14هـ |  |  |  |  |
| الأربعاء | / / 14هـ |  |  |  |  |
| الخميس | / / 14هـ |  |  |  |  |

**The principal**

**...............................**

**Teacher:**

**………………………..**

**Supervisor:**

**...............................**

*Class :*

*Material :*

*Studying Year :*

**المشرف التربوي :**

**مدير المدرسة :**

**Teaching Aids**

***Learning Strategy***

**EVALUATION**

**OBJECTIVES**

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*Vocabulary:*

reliable - critical - loyal – independent - special - respected - uncomplicated – sociable - agreeable

*Presentation:*

**1a** Ask Ss what the photograph depicts. Find out what they know about the Wright brothers. **1b** Ask Ss to read the article. Ask Ss to tell you why Orville would have been surprised by technological developments in his life time. **1c** Ask Ss to read the instructions. Ask Ss to ask and answer each other’s questions to complete the chart. Check answers. **2a** Have Ss work individually to write adjectives from the words in the box under the correct suffix. Check the adjectives. **2b** Put Ss into groups of three to discuss which adjectives apply to them and which don’t. **3a** Put Ss into pairs to discuss the questions. **3b** Ask Ss to listen and make a note of why Dr Wong thinks birth order is so important. Play the first two parts of the conversation and elicit the answer. **3c** Play the whole recording while Ss complete the information. Check answers. **3d** Put Ss into groups to discuss the questions.

students into groups to discuss the questions.

***Discussion***

***Brainstorm***

I ask students to come up and write adjectives on the board, asking for a definition of the adjective as they do so.

Talk about relationships

Form and use present tenses

Talk about time

Review adjectives of personality and suffixes

Give personal details

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Family, friends and colleagues** | **Unit 1** |
|  |  |  |  |  | **Date** | **Brothers and sisters** | **Lesson 1** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

**معلم المادة :**

*Class :*

*Material :*

*Studying Year :*

**المشرف التربوي :**

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*Presentation:*

**1**Ss read the lesson title. Ask Ss to complete the saying. Put Ss into small groups. Ask Ss to discuss the meaning of the saying, and whether they agree. **2a** Play the recording and have Ss match the opinion with the person. **2b** Have Ss make two columns with the headings ‘For’ and ‘Against’. Play the recording. Ss take notes in the appropriate column. **2c** In groups, Ss discuss their feelings on friendship. **3a** Ask Ss when we use the present simple and when we use the present continuous. Ss underline the verbs in the sentences and match them to the different uses. Check answers. **3b** In groups, Ss discuss why the sentences are incorrect. Elicit answers. **4a** Ss read the article about the important factors in a friendship. Ask Ss to match the headings to each paragraph. **4b** Ask Ss to tell you what the most important factors in a friendship are. Have Ss read the article again and answer the comprehension questions. Ss check answers in pairs. **4c** In groups, Ss to talk about friendships they know and why they are successful or unsuccessful.

***Discussion***

***Brainstorm***

I ask students to discuss their feelings on friendship in front of the class.

I ask students to make some sentences for each of the general uses of the present simple and the present continuous.

Talk about successful friendships

Review present tenses and time

Review stative verbs

Take notes

Match headings to paragraphs

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Family, friends and colleagues** | **Unit 1** |
|  |  |  |  |  | **Date** | **A friend in need** | **Lesson 2** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

**معلم المادة :**

*Class :*

*Material :*

*Studying Year :*

**المشرف التربوي :**

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*Vocabulary:*

slouch, lean, shake, shout, shake, whisper, laugh, frown, grin, stare, glare, yawn, nod

*Presentation:*

**1a** Ask Ss to tell you what is meant by working relations. Ss work individually to complete the table. Ss check answers in pairs. **1b** Ss work together in pairs to choose the best word in each sentence. Check answers. **2a** In groups, Ss discuss factors that can interfere with effective communication. Elicit feedback. **2b** Ss listen to a training session on communication. Ask Ss to read the points a–f. Play the recording and then check answers. **2c** Ss listen to the recording and answer the comprehension questions. **3a** Explain the grammar. Ask Ss to work individually to write the correct form of the verb in parentheses. Check answers. **3b** In pairs, Ss match the options to the infinitive or gerund. Check answers. **4a** Have Ss read the quiz and answer about themselves. Have Ss read the *Scores*. **4b** In pairs, Ss discuss the questions. Have each group report back to the whole class on what they discussed.

***Discussion***

***Brainstorm***

I ask students to read the scores of the quiz in the front of the class.

I ask students to report back to the whole class on what they discussed.

Talk about communication skills

Review verb complementation: *verb + infinitive / gerund*

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Family, friends and colleagues** | **Unit 1** |
|  |  |  |  |  | **Date** | **Working relations** | **Lesson 3** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

**معلم المادة :**

*Class :*

*Material :*

*Studying Year :*

**المشرف التربوي :**

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*Vocabulary:*

apartment, balcony, electricity, ceiling fans, clapping games

*Presentation:*

**1** In pairs Ss pretend they are either Reema or Ahmed anddo the exercise. **2** Go through the words and phrases in the boxes. Ss do the exercise. **3a** Ask Ss to think about what life was like in the 1950s. Go through the different categories. **3b** Play the recording once, asking Ss to listen to answer the gist question. **3c** Ss copy the table. Play the recording. Ss write notes in the table. Check answers. **4** Ss read the extract silently and complete the table withtheir notes. Get feedback. **5a** Ss match the beginning to the end of each sentence.Elicit feedback and write the full sentences on the board. **5b** Ask Ss to talk about things they used to dowhen they were little. **6a** In pairs Ss think of questions they would like to ask.They should interview their grandparents for homework and make notes while their grandparents speak. **6b** Ss should translate their notes and write their reportabout what life was like for their grandparents in class thenext day.

***Discussion***

***Brainstorm***

I ask students to read their report about what life was like for their grandparents.

*Talk about families*

*Talk about the past*

*Review* used to *and* would *for repeated actions in the past*

*Read a family tree*

*Read an autobiography*

*Take notes*

*Write a report about life in the past*

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Family, friends and colleagues** | **Unit 1** |
|  |  |  |  |  | **Date** | **Saudi Arabia and the World: Family relations** | **Lesson 4** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

**معلم المادة :**

*Class :*

*Material :*

*Studying Year :*

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*Vocabulary:*

products, competitive prices, car parking, seasonal, available, convenient, community

*Presentation:*

**1a** Ask Ss to identify the shops in the two photographs.In pairs, Ss discuss the questions. Get feedback from the pairs. **2a** Have Ss read sentences 1–5. Ss read through the article carefully to find the factual mistakes and correct them. Chick answers. **2b** In groups, Ss discuss the questions. Have each group report back to the whole class on what they discussed. **3a** In pairs Ss discuss and make a list of the advantages and disadvantages of small, local shops. **3b** Play the recording and ask Ss to check their lists and note any other points. **3c** Ss work in pairs to discuss. **4a** In pairs, Ss write their questionnaires. Monitor the questionnaires and check for accuracy. **4b** Ss conduct their survey around the class. One student asks the questions while the other records the answers. **4c** Ss work together to write up the results of their survey.

***Discussion***

***Brainstorm***

I ask students to report back to the whole class on what they discussed.

I ask students to perform the questionnaire in front of the class.

I ask students to write up the results of their survey.

Form and use the past simple

Give personal opinions

Find information about attitudes towards shopping habits

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The best of the past** | **Unit 2** |
|  |  |  |  |  | **Date** | **Local shop versus supermarket** | **Lesson 1** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

goldsmith, blacksmith, locksmith

*Presentation:*

**1a** Play the recording and see if Ss can answer thequestions. In pairs Ss discuss what they know about Paul Revere. **1b** Ss read the text and check their answers. Ss talk about any heroes they know and admire. **1c** Ask Ss to read the instructions and the statements. Ss underline the words or phrases they find. **2** Ask Ss to read the information about past forms. Ss work individually to match the sentences to the past forms. Ss check in pairs. **3a** Elicit the names of heroes from the past. In groups Ss talk about any modern-day heroes. **3b** Ask Ss to read the instructions. Give Ss a short time to answer the questions and take notes. **3c** In pairs Ss discuss their ideas. They take turns to ask and answer questions about the plot and the characters.  
**3d** Ss work individually or in pairs to write their story for the competition.

***Discussion***

***Brainstorm***

I ask students to talk about the hero who had the greatest impact on Saudi Arabia’s history.

I ask students to report back to the whole class on what they discussed about their stories.

I ask students to read their stories to the class to vote on.

Talk about heroes past and present

Review ways of talking about the past

Scan for specific information

Discuss heroes from the past

Write a story for a history magazine

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The best of the past** | **Unit 2** |
|  |  |  |  |  | **Date** | **Heroes past and present** | **Lesson 2** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Studying Year :*

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*Vocabulary:*

lecturer, century, less stress, less pollution, wagon, diphtheria, tuberculosis, typhoid

*Presentation:*

**1a** Ask Ss to compare and contrast what they can see in the photographs. **1b** Play the recording. Ss check their answer.Encourage Ss to say whether they agree with the speaker or not.  **1c** Play the recording. Ss complete the table. Check answers. **2a** Have Ss read the three different ways of recording vocabulary and try and organize the words using the three methods. Check answers. **2b** Get feedback from the class on the techniques which they found helpful and those they didn’t.  
**3a** Ss work individually to match the uses of the definite article to the definitions. Ss check answers in pairs. **3b** Ask Ss to look at the text and elicit who it is about. In pairs Ss complete the text with the definite article. Check answers.**4a** Ask Ss to read the instructions. Remind Ss to refer back to exercise 1c for ideas. **4b** In pairs Ss read each other’s paragraphs.

***Discussion***

***Brainstorm***

I ask students to read their paragraphs in front of the class.

Compare city life, past and present

Clarify use and non-use of the definite article

Compare and contrast photographs

Write an article about life in the past

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The best of the past** | **Unit 2** |
|  |  |  |  |  | **Date** | **Viewpoint** | **Lesson 3** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

World Heritage Site, historic, significant, ancient, preserved

*Presentation:*

**1a** Ss do the exercise on their own and check answers in pairs. **1b** Ask Ss to look at the photo. Tell Ss to read through the text and fill in any of the gaps. Ss then complete the text in pairs. **2a** Ask Ss to skim the text. Ask Ss if they expected a rainforest to be on the list. **2b** Ss answer the comprehension questions in writing. **3a** Explain the grammar. Ss write sentences using the words in the table. Get feedback and write sentences on the board. **3b** Ss complete the sentences. Tell Ss to read the whole of the text about Al-Hijr before attempting to fill in any of the gaps. Ss complete the text in pairs. **4** Ask Ss to think of sites in Saudi Arabia that could or should be added to the list. Ss think about how they could conserve their site. Ss write their report in pairs.

***Discussion***

***Brainstorm***

I ask students to read their reports to the class.

Talk about World Heritage Sites

Practise causatives: *have something done*

Write a report about conservation of a World

Heritage Site

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The best of the past** | **Unit 2** |
|  |  |  |  |  | **Date** | **Saudi Arabia and the World: Al-Hijr** | **Lesson 4** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

**معلم المادة :**

*Class :*

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*Studying Year :*

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**مدير المدرسة :**

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*Vocabulary:*

rapid, quick, speedy, pleased, cheerful, remote, terrestrial, zero-gravity, barrier, frontier

*Presentation:*

**1a** Have Ss read the introduction and the questions. Play the recording. Ss make a note of the answers to thequestions. Check answers. **2a** In groups Ss discuss how much they know about space exploration. Have each group report back to the whole class on what they discussed. **2b** Have Ss read the introduction to the article and answer the questions. Ask them to paraphrase what the introduction is about. Ss check answers in pairs. **2c** Have Ss read the first paragraph of the article andidentify the main idea. Ask them to paraphrase the idea.Ask Ss to look at the second paragraph of the article. **3a** Explain that some words are called synonyms because theymean the same thing. Ask Ss to tell you examples of synonyms. Have Ss match the words. Ss check answers in pairs.  
**3b** Give Ss a short time to look back at the article to work out the meaning of the words. In groups Ss compare their answers.

***Discussion***

***Brainstorm***

I ask students to report back to the whole class on what they discussed about space exploration.

Talk about present and

future events

Find and match synonyms

Develop techniques for figuring out meaning from context

Form and use future tenses

Discuss the pros and cons of space exploration

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Into the future** | **Unit 3** |
|  |  |  |  |  | **Date** | **Future shock** | **Lesson 1** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Class :*

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*Vocabulary:*

insistent, enthusiastic, critical, sarcastic, annoyed, bored

*Presentation:*

**1a**Ask Ss about the most commonly used forms of talking about the future. Have Ss match the sentences to their meanings. Check answers.  
**1b** Ask Ss to work individually to complete theconversation with the correct form of the verb in brackets. Ss check answers by reading out the conversation. Elicit answers. **2a** Play the recording for Ss to underline the words that the speaker stresses. Check answers, asking Ss to read the sentences and to stress the word. **2b** Play the recording for Ss to write down the feeling that the person conveys. Check answers. **2c** Play the sentences again. Ss repeat. **3a** Ask Ss to tell you if they have ever made a resolution. Elicit the kinds of things that people resolve to do. **3b** Ask Ss to read the text and to take the ‘test’ to see if they know whose expectations were unrealistic. Ask Ss to paraphrase from the article. **4a** Allow Ss a short time to read through the instructions and to write a resolution. **4b** In groups Ss share their resolutions.

***Discussion***

***Brainstorm***

I ask students to read out the conversation.

I ask the students to make a discussion about resolutions.

Talk about making

resolutions

Review future tenses and time

Review of adjectives of feeling

Infer feelings from intonation

Express feelings through intonation

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Into the future** | **Unit 3** |
|  |  |  |  |  | **Date** | **The best intentions** | **Lesson 2** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

biosphere, airtight, self-contained, greenhouse, ecosystem, tolerant

*Presentation:*

**1a** Ask Ss to look at the photograph and talk about what theythink Biosphere 2 is. **1b** Play the interview. Ss take notes. Check answers, asking Ss to give you complete sentences. **2a** In pairs Ss talk about some of the skills and abilities that a person would need to be able to survive in a biosphere for a year. **2b** Have Ss read the information. Ss choose three people who they think would be the most suitable for living in a closed biosphere. **2c** Have Ss read the information again and underline examples that refer to two or more people. Elicit answers. **3a** Ask Ss to match the examples from exercise 2c to the rules. **3b** Model the first question with a student. Ss write the sentences and check answers in pairs. **3c** Ask Ss to complete the sentences with details about themselves. **4a** Ask Ss to read the instructions. Elicit the kind of information they could write about. Encourage them to write a paragraph of 60 to 80 words. **4b** Each student reads their paragraph to the class.

***Discussion***

***Brainstorm***

I ask students to make conversations about the skills and abilities that a person would need to be able to survive in a biosphere for a year.

I ask students to reads their paragraph to the class.

Clarify use of *both / neither / either /*

*none*

Listen for specific information

Speculate about suitable candidates for a biosphere

Prepare a personal profile

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Into the future** | **Unit 3** |
|  |  |  |  |  | **Date** | **Biosphere** | **Lesson 3** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

mineral, oil, gas, gold, silver, treasure, shipwrecks, caves, archaeological remains

*Presentation:*

**1** Ask Ss to look at the picture and match the words to thepicture. **2a** Encourage Ss to think of as many things as they can, across the three categories suggested. **2b** In groups Ss discuss and sort their ideas into the three categories of minerals, animals, objects. **3**  Ask Ss to copy the table. Play the recording and ask Ss to listen and complete the table. **4a** Ss do exercise a in writing. Get feedback. **4b** Ask Ss to write true sentences reporting their friend’s speech. **5a** Ask Ss to read the interview a first time to answer the gist question. **5b** Ask Ss to read the dialogue again and then answer the questions in writing. **6**  Tell Ss to imagine they have been on a dive and to write a report of their experience.

***Discussion***

***Brainstorm***

I ask students to report their friend’s speech.

I ask students to read their reports to the class.

Talk about future

potential in the Red Sea

Review reported speech

Listen for specific information

Write a report

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Into the future** | **Unit 3** |
|  |  |  |  |  | **Date** | **Saudi Arabia and the World:**  **Exploration of the Red Sea** | **Lesson 4** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

ankle, jaw, rib, wrist, ankle, wrist, elbow, jaw, calf, elbow, shoulder, thigh, heel

*Presentation:*

**1a** Ask Ss to read the instructions about the survey and make alist of questions they need to ask to complete it. **1b** In groups Ss discuss the results of theirsurveys and answer the questions. **2a** In pairs Ss discuss their opinions on the sports in the photographs. **2b** Have Ss read the first paragraph of the article and tellyou which sport it refers to. **2c** Have Ss read the rest of the article and then put them into pairs to discuss who they agree with. **2d** In pairs Ss list arguments for and against boxing. Then bring the class together to debate the issues. **3a** In pairs Ss label the parts of the body with words from the box. **3b** Ask Ss to match the verbs to the parts of the body.Check answers. Invite Ss to come up and write the part of the body under the appropriate verb. **3c** Put Ss into pairs for them to make a list of the parts of the body and the verbs. Check answers. **4a** Play the recording of a TV quiz show. Ss listen to the first eight questions and try to figure out the answer. **4b** Play the answers. **4c** Put Ss into small groups to play *What’s my sport?*

***Discussion***

***Brainstorm***

I ask students to say what the results of the survey suggest about young people’s attitudes toward sports.

I ask students to report back to the whole class on what they discussed about sports.

I ask students to list arguments for and against boxing.

Talk about the world of sports

Review post-modification of nouns

Review parts of the body and action verbs

Ask and answer questions

Compare and contrast photographs

Chair a debate

Read to find the main points of an argument

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The world of sports** | **Unit 4** |
|  |  |  |  |  | **Date** | **Your view** | **Lesson 1** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

basketball, football, and baseball

*Presentation:*

**1a** Have Ss look at the newspaper headlines and elicitwhat the common link is. **1b** In pairs Ss answer the questions. Elicit answers. **2a** Ask Ss to read the article and elicit where they think it might have come from. Ask Ss to paraphrase some of the points from the article. Ss work answer the comprehension questions. **2b** Ask Ss to find the expressions in the text. Check answers in pairs. **2c** In small Ss discuss their opinions on whether anyone should make $30 million per year. **3a** Explain the grammar. Tell Ss to look at the first example sentence in the box and elicit answers. Ss complete the second sentence in three different ways in pairs. **3b** Ss work in pairs to circle the correct form. Check answers. **3c** Ss work in pairs to complete the sentences. Check answers. **4a** Play the recording and have Ss focus on the pronunciation of *that*. Ask individuals to repeat the sentence. Play the recording again for Ss to repeat the second and third sentences. **4b** In pairs Ss make three additional sentences. **5a** Have Ss read through the information and give thema short time to take notes about their chosen person. **5b** Ss work individually to write two paragraphs about the person they admire.

***Discussion***

***Brainstorm***

I ask students to report back to the whole class on what they discussed about whether anyone should make $30 million per year.

I ask students to read their paragraphs to the class

Talk about sports and

‘big’ money

Review post-modification of nouns

Pronounce the weak form of *that*

Read for specific information

Write an article

for a school magazine

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The world of sports** | **Unit 4** |
|  |  |  |  |  | **Date** | **The business view** | **Lesson 2** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

sudden, wealth, interviewer, disapprove, cheer, teenage

*Presentation:*

**1a** Have Ss read the letter. In pairs Ss discuss the difficulties of being a professional athlete. **1b** In groups Ss discuss the questions.Have each group report back to the whole class on what theydiscussed. **2a** In pairs Ss answer the questions. Check answers. **2b** Elicit what Ss remember about post-modification ofnouns from the previous lesson. **2c** In pairs Ss discuss the two sentences. Elicit the answer. **2d** Ss convert the pairs of sentences into one,using the relative clause in parentheses. Ss check in pairs. **3a** Ss listen to a radio interview. Ask Ss to read the questions. **3b** In groups Ss speculate about how they would feel about their child being prepared for international competition.

***Discussion***

***Brainstorm***

I ask students to report back to the whole class on what they discussed.

I ask the students to express how they would feel about their child being prepared for international competition.

Talk about professional

sportspeople

Focus on defining and non-defining relative clauses

Review contact clauses

Read for specific information

Speculate about an imaginary situation

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The world of sports** | **Unit 4** |
|  |  |  |  |  | **Date** | **The career view** | **Lesson 3** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

running machine, cycling machine, rowing machine, gym, sports centre, fitness centre, diet, nutrition

*Presentation:*

**1** Ss look at the photos and discuss the questions inpairs. **2** Ask Ss to scan the website for the gym. Ss answer the questions in writing. **3** Ask all Ss to read all the situations. Ask a strong student to choose a situation and initiate a role play. **4a** Ss listen to a conversation between two men. Ss answer the gist question. **4b** Ss read the listening comprehension questions. Playthe recording. Ss write answers to the questions. **5** Ask Ss to write notes about why someone might want to join a gym. In groups Ss share their lists of reasons.Each person writes what they will say about their topic.

***Discussion***

***Brainstorm***

I ask students to choose a situation and initiate a role play.

I ask students to give their presentation to the rest of the class.

Talk about fitness and health

Review language for considering options (*could, ‘d rather*)

Consider options

Give a presentation

Read a website for information

Identify reasons and opinions

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **The world of sports** | **Unit 4** |
|  |  |  |  |  | **Date** | **Saudi Arabia and the World:**  **Talking about fitness and health** | **Lesson 4** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

product, promotion, outlets, accessories, target market, fundamentals, consumers

*Presentation:*

**1a** Ss listen to a radio interview with a marketing expert and note down the four Ps. In pairs, Ss check their answers. In pairs, Ss answer questions 2 and 3. **2** Play the recording again. In pairs, Ss write the words into the correct sentences 1–5. **3a** Have Ss look up the word *segment* in their dictionaries.Ask Ss to guess at the meaning of the expression *market segmentation.* Have Ss read the text and check if their guesses were correct. **3b** In pairs, Ss complete the exercise. **4a** In pairs, Ss make notes about the criteria that the people in the photographs A–D might be looking for when they choose a holiday. Ss check their notes with another pair. Ss read the advertisements 1–4. In pairs, Ss choose the holiday they think most suitable for the people in the photographs. **4b** Ask Ss to predict the most popular of the four holidays forpeople in their class. In pairs, Ss choose their favourite holiday and give reasons.

***Discussion***

***Brainstorm***

I ask students to tell the class about their favourite holiday.

Talk about marketing

Form and use different passive forms

Read advertisements

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Knowing the market** | **Unit 5** |
|  |  |  |  |  | **Date** | **Marketing** | **Lesson 1** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

haute couture, ready-to-wear, mass market, fabric, linen, shade, sketch, fitting

*Presentation:*

**1a** Have Ss read the text. Ask Ss to work out the meaning of the word *exclusivity.* Ss complete the text with the appropriate phrases from the box. **1b** Ask Ss to complete the second text. Ss check their answers in groups. **1c** In groups, Ss find Ss who have had an item of clothing made specially for him/her.Ss ask questions and make notes about thegarment.Ss report back to the class. **2a** Have Ss read the text and work together in pairs to complete the text with the figures. Check answers. **2b** In pairs Ss collate their suggestions of famous designers and manufacturers into one list. Ss join another pair and take it in turns to say a designer or manufacturer. The other pair name the product. **3a** Ask Ss to tell you what the passive voice is and how it is formed. **3b** Ss work individually to complete the sentences using the correct forms of the words in parentheses. Ss check answers in pairs before checking answers together.

***Discussion***

***Brainstorm***

I ask students to describe their dream garment.

Talk about fashion

Review different passive forms

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Knowing the market** | **Unit 5** |
|  |  |  |  |  | **Date** | **In fashion** | **Lesson 2** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

environmental, ecological, argument, promote, highlight, advantage,

*Presentation:*

**1a** In pairs Ss discuss the different ways that companies try to sell a product. **1b** Ss discuss the questions in groups. **2a** Ss read the statements and think about whether they are true or false. Ss listen to a radio interview about advertising. **2b** Play the recording again. Ss check their answers to exercise 2a. Check answers together. **2c** Play the recording again. In groups Ss discuss the questions.Elicit feedback. **3a** Play the recording. Elicit whether the intonation rises or falls in each one. **3b** Ss look back at the sentences and identifywhich ones go up and which ones go down. **3c** Play the sentences again. Ss practise their intonation.Ss work in pairs, asking and answering questions. **5a** In pairs Ss look at the tags and think of morephrases which mean there is a special offer. Get feedback. **5b** Ask Ss to copy the table.Play the recording, asking Ss tocomplete the first column of the table.Play the recording a second time, asking Ss to completethe second and third column. **5c** Play the recording a final time asking Ss to write down thereason the announcer gives for buying the items.

***Discussion***

***Brainstorm***

I ask students to report to the class the reason the announcer gives for buying the items.

Talk about the advertising industry

Review use of active and passive voice

Focus on intonation in questions

Infer meaning

Write an advertisement

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Knowing the market** | **Unit 5** |
|  |  |  |  |  | **Date** | **Selling the image** | **Lesson 3** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

latest recitations, the Janadriyah festival, calligraphy lessons

*Presentation:*

**1** Ss look at the pictures and describe what ishappening in each one*.* In pairs Ss take turns to read aloud each of the conversation openers and rank them from 1 to 10. Get feedback. **2a** Ask Ss to read the conversation aloud in pairs. **2b** After reading Ss write down the questions used in the conversation. This shows how different types of questions can be used to open and then build a conversation. **3a** Ss listen to some short conversations. Play the recording. Ss make notes about what each one is about. **3b** Play the recording again. Ss listen carefully for the exact words that people use to ask questions. **3c** Play the listening a third time. Ss writedown the exact words that people use to reply.Ss check their answers in pairs. **4** In pairs Ss choose their three favourite topics. Ss build a two-minute conversation.

***Discussion***

***Brainstorm***

I ask students to read the conversation aloud in pairs.

Increase confidence when speaking in conversation

Understand how to be polite when disagreeing with an opinion

Focus on questions to open and build a conversation

Build a short conversation

Listen for detail / exact words

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Knowing the market** | **Unit 5** |
|  |  |  |  |  | **Date** | **Saudi Arabia and the World: Building a conversation** | **Lesson 4** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

sharpen, computerize, differentiate, blacken

*Presentation:*

**1** In groups Ss talk about the reliability of science and modern technology, and how much our grandparents understood about the world. **2a** Ss listen to a radio interview about traditional methods of weather forecasting, read the instructions and tick the items which are mentioned. Play the recording and check answers. **2b** Ss read the questions. Play the recording again. Ss answer the questions. **2c** In groups Ss discuss the questions. **3** Explain the grammar. In pairs Ss complete the sentences with an appropriate verb. Check answers. **4a** Play the recording. Ss mark where the intonation rises and where it falls. Play the recording again. Ss check. **4b** In pairs Ss mark the intonation and practise sayingthe sentences to each other.Ask Ss to repeat the sentence to you. **5a** In pairs Ss read the paragraph headings (a–c), and read the paragraphs. In pairs, they choose the correct headings. **5b** Ss read the paragraphs again and, in pairs, decide what is inferred, and why.

***Discussion***

***Brainstorm***

I ask students to report back to the whole class on what they discussed in the questions.

Talk about predicting the future

Form and use conditionals

Focus on suffixes

Focus on intonation in lists

Read for gist

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|  | ***Homework: Do exercises on page*** |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Looking forward** | **Unit 6** |
|  |  |  |  |  | **Date** | **And the weather tomorrow …** | **Lesson 1** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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*Vocabulary:*

optimistic, bright side, pessimistic, pour

*Presentation:*

**1a** In groups of three Ss discuss the sayings. **1b** Ss speculate about the findings. Do the resultsshow that older members of the group are more pessimistic, etc.? **2a** Ss read the two texts quickly. Elicit some of the differences in layout between the two texts. **2b** Ss read the texts again. Ss read the statements and match them to Text A or B or both.Ss check in pairs. **3a** Explain the grammar. Ss say how these conditionals are formed. Ss read the example sentences and elicit which conditional they are. Ss answer the questions. Elicit answers. **3b** Ss say how the zero conditional is formed. Ss read the example sentences and elicit which conditional they are. Ss answer the questions. Elicit answers. **3c** Read out the statements. Ss raise their hand ifthey think the statement is true about the sentence. **3d** In groups Ss discuss the questions.

***Discussion***

***Brainstorm***

I ask students to report back to the whole class on which sayings they thought were optimistic and which they thought pessimistic.

I ask students to report back to the whole class any key points with incorrect use of conditionals.

Talk about optimism

and pessimism

Clarify the meaning of idiomatic expressions related to feelings

Review future, present, and past conditionals

Think about style

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|  |  |  |  |  | **Date** | **Optimism versus pessimism** | **Lesson 2** |
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*Vocabulary:*

jumbo jet, co-pilot, pilot, aircraft, upper-deck, compartment, cockpit, flight deck, on-board

*Presentation:*

**1a** Ss look at the photographs and to speculate about what might have caused the problems. **1b** Ss listen to people talking about each incident. Ss match the descriptions to the photographs. **1c** Ss read the questions. Play the recording again. Ss make a note of the answers. **1d** Ss listen and complete the final sentences. Ss compare their ideas in pairs. **2a** Ss read the sentences. Explain the grammar. In pairs Ss identify the conditionals in each half of sentences 2 and 3. **2b** Ss complete the sentence. In pairs Ss complete the rest of the sentences.Check answers. **2c** Ss look back at their sentences from exercises 1d,2a, and 2b to see if it is possible to use *unless* in place of *if* … *not*. **2d** In pairs Ss rewrite the sentences using the word in brackets. **3a** Ss look at the picture and speculate on what they think happened. **3b** Ss read the story and put the paragraphs in the correct order. **3c** Ss underline words associated with flying and put them into categories. **4a** In groups Ss imagine they were on the plane and decide on who they would like to role play. **4b** Ss write a report from the pointof view of the person they were in the role play. **4c** Ss swap their reports with someone else and review them. **4d** Ss revise their reports.

***Discussion***

***Brainstorm***

I ask students to paraphrase what happened in the story.

I ask students to role play what happened on a plane.

Talk about hypothetical situations

Clarify use of mixed conditionals

Order paragraphs correctly

Write a report

of an incident

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|  | ***Homework: Do exercises on page*** |

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*Presentation:*

**1** Ss look at the photo and describe what the people are doing. In pairs Ss ask and answer the questions in exercise 1a. **2a** Ss do the exercise. Ss check answers in pairs. Get feedback. **2b** Ss write the questions that they were asked in exerciseas reported speech. Get feedback. **2c** Ss use the notes that they made for exercise 1. **3** Ss read the article and the paragraph. Ask Ss to read through the list of words 1–10 and to read the document again and identify the words. Check the answers. **4**  In pairs Ss read the jobs in the box and choose one of them. Ss list skills that are useful for their chosen job. Tell Ss to tell their partner the job that they have chosen. The partner prepare questions to role play an interview for the job. Pairs take turns to act out the role plays.

***Discussion***

***Brainstorm***

I ask students to role play an interview for the job in front of the class.

Talk about future career plans

Focus on reported speech for questions

Discuss plans for the future

Use context to guess the meaning of unknown words

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