**Unit One *Getting to Palestine* 9th Grade**

**period : from…………………to……………….….**

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| ***Aims*** | ***Methods and Procedures*** | ***Evaluation*** | ***Remarks*** |
| **Period 1**  **-to describe a picture**  **To speak**  **-to answer questions correctly.**  **To use the new words correctly.** | **-Showing the picture to the pupils**  **Asking Who are they? and What are they doing?**   * **Talking with the pupils about travelling to Palestine** * **-Helping the pupils with the vocabulary they need to express their ideas**   **-listening and repeating the words**   * **looking at the picture on the next page , describing it.**   **-listening and answering the questions.**  **Listening and reading. finding the words and phrases from activity 1.** | **Checking orally**  **Activities 1,2,3,4** |  |
| **Period 2**  **To revise and use the new words.**   * **To listen carefully, to say the new words correctly.** * **to use the new words in meaningful sentences**   **-To listen to the dialogue and to answer questions correctly.**  **-To read ( act out) the dialogue by different students** | **ACTIVITY 1 Reading. Adding new words from period 1. Make any changes needed. 10 mins ACTIVITY 2: Listening and checking. Then practising in pairs. 10 mins**  **ACTIVITY 3 Reading again and answering the questions.**  **10 mins**  **ACTIVITY 4 Working in pairs. Listening again and practicing the conversation. 10 mins** | **[Checking orally](https://www.wepal.net/library/?app=content.list&semester=1&subject=5&submit=submit)**  **Activities 1,2,3,4** |  |
| **Period 3**  **Present continuous for future plans**  **to be able to talk about their personal future plans** | **ACTIVITY 1-2 : Read the examples. 10 mins**  **Looking at the examples again. Ticking the best way to complete the statements.**  **ACTIVITY 3 :Work in pairs. Correcting the verbs between the brackets.10 mins.** | **Checking orally**  **Activities 1,2,3** |  |
| **Period 4**  [**Period 4**](https://www.wepal.net/library/?app=content.list&semester=1&subject=5&submit=submit)  **-To identify the new words.** | **. ACTIVITY 1 Listen and repeat. 7 mins**  **1 -Pointing to each of the words and say them Check the meaning with the** |  |  |

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| * **To listen carefully, to say the new words correctly.**   + **to use the new words in meaningful sentences**   + **To listen and complete the notes** | **pupils**   1. **-Playing recording 4 The pupils listening** 2. **-Playing recording again Pause after each word the pupils repeat the words chorally and individually**   **ACTIVITY 2 Listening. Adding new words from activity 1.Making any changes needed. 8 mins**   1. **- Playing recording 5 Pupils listening** 2. **–Reading number 1 to the pupils. Asking What’s the missing word?** 3. **-The pupils completing the rest of the activity with the new words from activity 4**   **Listening again and adding the correct notes about each place.** | **Activities 1-4** |  |
| **Period 5**   1. **To talk about the picture that accompanies the reading text** 2. **To focus on reading skills** 3. **To read the text and answer questions about it** 4. **To look for the new set of words in the text** | **ACTIVITY 1 Working in pairs. Talking about the pictures in the text. 15 mins**  **1 Pointing to each of the pictures Read the first question to the pupils and elicit the answer (The Damascus Gate in Jerusalem, some soap, pieces of old arts and crafts, some ruins (Hisham’s Palace)) 2 In pairs, the pupils asking and answering the rest of the questions 3 Checking the answers orally**  **ACTIVITY 2 Reading and marking the statements true (3) or false (7). 10 mins**  **1 The pupils read the texts silently 2 Read number 1 to the pupils Ask Is that correct? (Yes) The pupils write 3 on the answer line 3 The pupils read the other sentences and write t/f**  **ACTIVITY 3 Listening and reading aloud. 15 mins** | **Describe the picture**  **Read and answer the given tasks**  **Listen and read** |  |
| **Period 6**   1. **To focus on reading skills** 2. **To read a text and do comprehension activities** | **ACTIVITY 1 Reading and writing the tour guide’s notes in the correct order.**  **ACTIVITY 2 Working in pairs. Asking and answering questions about the tour schedule.** | **Read the text and do the tasks** |  |

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| **3. To focus on speaking activity** | **ACTIVITY 3 Reading the passage again and doing these tasks. 10 mins**  **ACTIVITY 4 Working in pairs. Think and discuss. 10 mins** | **Activities 1,2,3,4** |  |
| **Period 7**  **To concentrate on vocabulary and vocabulary building** | **ACTIVITY 1 Completing the sentences. Using the prepositions of time in the box. 10 mins**  **ACTIVITY 2 Completing the sentences. Using the prepositions of place in the box. 10 mins**  **ACTIVITY 3 Finding the correct meanings. 10 mins**  **ACTIVITY 4 Making statements about time differences. Using words and phrases from the box. 10 mins** | **Checking orally**  **Activities 1,2,3,4** |  |
| **Period 8**  **Present simple for future plans**  **to be able to use the present simple tense for future plans** | **ACTIVITY 1 Reading the examples. 10 mins**  **ACTIVITY 2 Completing the sentences. Use the present simple for things that happen regularly and things that always stay the same. 10 mins**  **ACTIVITY 3 Completing the sentences. Use the present simple for future travel times. 10 mins**  **ACTIVITY 4 Working in pairs. Talking about future travel times. Using the present simple. 10 mins** | **Checking orally**  **Activities 1,2,3,4** |  |
| **Period 9**  **To practice the first and second grammar point with a variety of grammar activities** | **ACTIVITY 1 Adding the verbs in brackets. Putting them in the present simple or present continuous. 10 mins**  **ACTIVITY 2**  **Working in pairs. Looking at the information screens and asking and answering questions. Using the present continuous and present simple. Using verbs from the box.**  **ACTIVITY 3**  **Writing about Anwar’s travels next week. Using the present continuous and present simple. 15 mins** | **Activities 1,2,3** |  |

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| **Period 10**  **To describe a picture**  **To Listen and answer questions**  **To focus on pronunciation To focus on speaking** | **ACTIVITY 1 Looking at the picture and do the tasks. 5 mins**  **ACTIVITY 2 Listening to part 1. Checking your answers to activity 1. 10 mins**  **ACTIVITY3**  **Listening to part 2 and answering the questions.**  **ACTIVITY 4**  **Practise your pronunciation ACTIVITY 5**  **Work in groups. Act out the situation in part 2 of the listening.** | **Activities 1-5** |  |
| **Periods 11-12**  **To follow the given steps to write a plan for a future day trip** | **ACTIVITY 1 Writing the conversation again. Adding spaces between the words and the correct punctuation – capital letters, commas, an apostrophe, full stops and a question mark. 10 mins**  **ACTIVITY 2 Listening and writing down what they hear. 10 mins**  **ACTIVITY 3 Copying and completing Hadeel’s email to her parents. 20 mins**  **Activity 4 Asking the students to write a plan for a trip…** | **Activities 1,2,3,4** |  |

Head Teacher's Remarks ……………………………………………………….. Supervisor's Remarks …………………………………..……………………….

**Unit Two *I feel at home already!* 9th Grade period : from………………to……………………….**

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| ***Aims*** | ***Methods and Procedures*** | ***Evaluation*** | ***Remarks*** |
| **Periods 1**  To present a set of vocabulary  To listen to the conversation  To act out the conversation by different pupils. | Introduction 5 mins  1 Showing the picture to the pupils . answering some questions. 2 Talking with the pupils about guests in the house .Asking them questions  ACTIVITY 1- Listening and repeating. 7 min  ACTIVITY 2- Looking at the picture on the next page.  Describing it. 8 mins ACTIVITY 3- Listening and answering the questions. 12 min ACTIVITY 4- Listening and reading. Finding the words and  phrases from activity 1. 5 mins | Activities 1-4  Listen and repeat Listen and read |  |
| **Periods 2**  To revise the new set of vocabulary,  To use the new words to fill in the gaps  To read the text  To answer a set of questions. | ACTIVITY 1 Reading. Adding new words from period 1. Making any changes needed. 10 min ACTIVITY 2 Listening and checking. Then practising in pairs. 10 mins  ACTIVITY 3 Reading again and answering the questions. 10 mins ACTIVITY 4 Working in groups. Listening again and practising the conversation. 10 mins | Activities 1-4 |  |
| **Period 3**  Language: present perfect  To be able to use the present perfect with still … not and already.  To use the present perfect continuous correctly . | ACTIVITY 1 Reading the examples. 10 mins  Looking at the examples again. Ticking (/) the best way to complete the statements.  ACTIVITY 2 Working in pairs. Asking and answering questions about Waleed’s list on Day 5 (Thursday). 10 mins  ACTIVITY 3 Forming statements. Using the present perfect continuous and the present perfect with still … not. 10 mins ACTIVITY 4 Workingin pairs.  Using the present perfect with already and the present perfect continuous. 10 mins | Activities 1-4 |  |
| **Period 4** |  | Activities 1-4 |  |

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| **To practice the vocabulary with gap-fill dialogues.**  **To use use the new vocabulary in the variety of listening and speaking activities**  **To prepare the pupils for the text in the next period** | **ACTIVITY 1 Listening and repeating the new words. 7 mins ACTIVITY 2 Listening. Adding new words from activity 1.**  **Making any changes needed. 8 mins**  **ACTIVITY 3 Listening and checking. Then practising in pairs. 10 min**  **ACTIVITY 4 Listening and doing the tasks. 15 mins** |  |  |
| **Period 5**  **To focus on the reading skills To talk about the picture that accompanies the reading text To read the text**  **To answer questions about the text**  **To look for the new set of words in the text** | **ACTIVITY 1 Work in pairs. Talk about the pictures in the passage. 10 min**  **ACTIVITY 2 Reading the text**  **and marking the statements true (/) or false (X). 15 min**  **ACTIVITY 3 Listening and reading aloud. 15 mins** | **Activities 1,2,3** |  |
| **Period 6**  **To focus on the reading skills To read the text and do comprehension activities**  **To develop the pupils' speaking skills** | **ACTIVITY 1 Reading and creating a summary. 10 min ACTIVITY 2 Working in pairs and expanding the summary in activity 1. 10 mins**  **ACTIVITY 3 Reading the passage again and doing these tasks.10 mins**  **ACTIVITY 4 Working in pairs. Think and discuss. 10 mins** | **Activities 1,2,3,4** |  |
| **Period 7**  **To concentrate on vocabulary and vocabulary building.**  **To practise this vocabulary with a gap-fill activity** | **ACTIVITY 1 Completing the conversation. Using words from the boxes. 10 mins**  **ACTIVITY 2 Working in pairs. Practising the conversation in activity 1. 10 mins**  **ACTIVITY 3 Finding words in the passage to form pairs of nouns and adjectives. 10 mins**  **ACTIVITY 4 Working in pairs. Using pairs of words from activity 3 to complete the sentences.**  **Taking turns to read them out. 10 mins** | **Activities 1,2,3,4** |  |
| **Period 8**  **To use the simple past & the present perfect together. To contrast the new grammar point with grammar they already know.**  **To do a range of grammar activities to practise the grammar point**  **To develop pupils' speaking skills using the new grammar** | **ACTIVITY 1 Reading the examples. 10 mins ACTIVITY 2 Completing the**  **diagram. Adding the sentences in the box. 10 mins**  **ACTIVITY 3 Working in pairs. Asking and answering a new friend’s questions. 10 mins ACTIVITY 4 Talking about actions. Using the past simple and present perfect. 10 mins** | **Activities 1,2,3,4** |  |

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| **Period 9**  **To practise the first and second grammar point with a variety of grammar activities** | **ACTIVITY 1 Working in pairs.**  **Saying what the family have**  **a) already done, and b) still not done. 10 mins**  **ACTIVITY 2 Making sentences. Using the present perfect continuous and present continuous. 15 min**  **ACTIVITY 3 Working in pairs. Asking and answering questions**  **with the present perfect and past simple. 15 mins** | **Activities 1,2,3** |  |
| **Period 10**  **Poem: A school Creed Listening is the focus of this period**  **To listen and answer questions**  **To develop pupils' pronunciation skills To encourage pupils' speaking skills** | **ACTIVITY 1 Looking at the picture and doing the tasks. 5 mins ACTIVITY 2 Listening to the poem. Saying what it seems to be about. 5 min**  **ACTIVITY 3 Listening again to learn some new words. Then deciding the meanings of these. 10 mins**  **ACTIVITY 4 Listening to the poem again and doing the tasks. 10 mins**  **ACTIVITY 5 Listening again and reading out the poem. 10 mins** | **Activities 1,2,3,4,5** |  |
| **Period 11**  **To write down two complete, lengthy sentences**  **To concentrate on guided writing.** | **ACTIVITY 1 Listening and writing down what they hear. 10 min**  **ACTIVITY 2 Working in pairs. Doing the tasks to write Waleed’s progress report. 15 mins ACTIVITY 3 Writing paragraphs 2 and 3 of the report. 15 min** | **Activities 1,2,3** |  |
| **Period 12**  **To follow the steps to write a progress report** | **ACTIVITY 1 Writing notes about theirselves. 10 mins**  **ACTIVITY 2 Working in pairs. Telling each other about their hopes and plans. 10 min ACTIVITY 3 Writing their report**  **in three paragraphs. Using this plan. 10 mins** | **Activities 1,2,3** |  |

Head Teacher's Remarks ……………………………………………………….. Supervisor's Remarks …………………………………………….

**Unit three *be fit, but be safe* 9th Grade period: from………………to…………….…….**

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| ***Aims*** | ***Methods and Procedures*** | ***Evaluation*** | ***Remarks*** |
| **Periods 1**  To present a set of vocabulary  To listen to the conversation  To act out the conversation by different pupils. | Introduction 5 mins  Talking with the pupils about sports  ACTIVITY 1 Listen and repeat.7 min  ACTIVITY 2 Look at the picture on the next page. Describe it. 8 mins ACTIVITY 3 Listen and answer the questions. 12 min  ACTIVITY 4 Listen and read. Find the words and phrases from activity  1. 10 mins | Activities 1-4 |  |
| **Periods 2**  To revise the new set of vocabulary,  To use the new words to fill in the gaps  To read the text  To answer a set of questions. | ACTIVITY 1 Reading. Adding new words from period 1. Making any changes needed. 10 min ACTIVITY 2 Listening and checking. Then practising in pairs. 10 mins  ACTIVITY 3 Reading again and answering the questions. 10 mins ACTIVITY 4 Working in groups. Listening again and practising the conversation. 10 mins | Activities 1-4 |  |
| **Period 3**  to be able to use the comparative and superlative forms of adjectives and adverbs. | ACTIVITY 1 Reading the examples. 10 mins  Looking at the examples again. Ticking (/) the best way to complete the statements.  ACTIVITY 2 Comparing Fuad, Yasser and Majed. 10 mins ACTIVITY 3 Working in pairs. Comparing Reema, Sameera and Lana. 10 mins | Activities 1-3 |  |
| **Period 4**  To practice the vocabulary with gap-fill dialogues. | ACTIVITY 1 Listening and repeating the new words. 7 mins ACTIVITY 2 Listening. Adding  new words from activity 1. Making | Activities 1-4 |  |

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| **To use the new vocabulary in the variety of listening and speaking activities**  **To prepare the pupils for the text in the next period.** | **any changes needed. 8 mins ACTIVITY 3 Listening and checking. Then practising in pairs. 10 min**  **ACTIVITY 4 Listening and doing the tasks. 15 mins** |  |  |
| **Periods 5**  **To focus on the reading skills To talk about the picture that accompanies the reading text To read the text**  **To answer questions about the text To look for the new set of words in the text** | **ACTIVITY 1 Working in pairs. Talking about the picture on the next page. 10 mins**  **ACTIVITY 2 Reading and marking the statements true (/) or false (X). 15 mins**  **ACTIVITY 3 Listening and reading aloud. 15 min** | **Activities 1-3** |  |
| **Period 6**  **To focus on the reading skills To read the text and do comprehension activities**  **To develop the pupils' speaking skills** | **ACTIVITY 1 Reading and adding notes to complete the table. 10 mins ACTIVITY 2 Working in pairs.**  **Asking and answering questions about Julie and Jamie. 10 mins ACTIVITY 3 Reading the passage again and doing these tasks. 10 mins ACTIVITY 4 Working in pairs.**  **Think and discuss. 10 mins** | **Activities 1- 4** |  |
| **Period 7**  **To concentrate on vocabulary and vocabulary building.**  **To practise this vocabulary with a gap-fill activity** | **ACTIVITY 1 Working in pairs. Matching the letters in brackets to the words in the box. Using them to complete the paragraph. 10 mins ACTIVITY 2 Completing the table with nouns and adjectives from the passage in period 5. 15 min ACTIVITY 3 Working in pairs.**  **Name the sports from the letters in the box. 15 mins** | **Activities 1,2,3** |  |
| **Period 8**  **to revise the use the comparative and superlative forms of adjectives and adverbs.** | **ACTIVITY 1 Reading the examples. 10 mins**  **Looking at the examples again. Ticking (/) the best way to complete the statements.**  **ACTIVITY 2 Working in pairs. Talking about the people. 15 min ACTIVITY 3 Working in pairs. Talking about the people. 15 mins** | **Activities 1,2,3** |  |
| **Period 9**  **To practise the first and second grammar point with a variety of grammar activities** | **ACTIVITY 1 Working in pairs. Comparing the three mini-buses. 10 mins**  **ACTIVITY 2 Working in pairs. Reading and discussing the mini- buses. 10 mins**  **ACTIVITY 3 Writing back to the head teacher. 10 mins ACTIVITY 4 Working in groups.**  **Talking about ythemselves when they were young. 10 mins** | **Activities 1,2,3,4** |  |
| **Period 10**  **Listening is the focus of this period**  **To listen and answer questions** | **ACTIVITY 1 Looking at the picture and answering the questions. 5 mins ACTIVITY 2 Listening to part 1 and completing the notes. 10 mins ACTIVITY 3 Working in pairs.** | **Activities 1,2,3,4** |  |

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| **To develop pupils' pronunciation skills**  **To encourage pupils' speaking skills** | **Asking and answering questions. 7 mins**  **ACTIVITY 4 Looking at Dr Blake’s chart in activity 1. Then listening to part 2 and doing the tasks. 10 min ACTIVITY 5 Practising their**  **pronunciation: the sounds of th. 8 min** |  |  |
| **Period 11**  **To write down two complete, lengthy sentences**  **To concentrate on guided writing.** | **ACTIVITY 1 Listening and writing down what they hear. 10 mins ACTIVITY 2 Looking at Dr Blake’s chart again. Using it to complete the table. 10 mins**  **ACTIVITY 3 Working in pairs. Asking and answering questions. 10 mins**  **ACTIVITY 4 Writing paragraph 1 of a report. Using information from activity 2. 10 mins** | **Activities 1,2,3,4** |  |
| **Period 12**  **To follow the steps to write a report** | **ACTIVITY 1 Working in pairs. Testing their heart rates to complete Chart 2. Doing these tasks. 10 mins ACTIVITY 2 Writing paragraph 2 of their report: Checking heart rates and fitness. 10 mins**  **ACTIVITY 3 Working in pairs. Preparing to write paragraph 3 of their report. 10 mins**  **ACTIVITY 4 Writing paragraph 3. Use their answers to activity 3. 10 mins** | **Activities 1,2,3,4** |  |

Head Teacher's Remarks ……………………………………………………….. Supervisor's Remarks ……………………………………………………

**Unit Four *A great leader* 9th Grade period :from ………………to…………..…….**

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| ***Aims*** | ***Methods and Procedures*** | ***Evaluation*** | ***Remarks*** |
| **Periods 1**  **To present a set of vocabulary**  **To listen to the conversation**  **To act out the conversation by different pupils.** | **Introduction 5 mins**   1. **Showing the picture to the pupils Asking questions** 2. **Talking with the pupils about Salah Al-Din**   **ACTIVITY 1 Listening and repeating. 7 mins ACTIVITY 2 Looking at the picture on the next page.**  **Describing it. 8 mins ACTIVITY 3 Listening and answering the questions. 12 mins ACTIVITY 4 Listening and**  **reading. Finding the words and phrases from activity 1. 5 mins** | **Activities 1-4** |  |
| **Period 2**  **To revise the new set of vocabulary,**  **To use the new words to fill in the gaps**  **To read the text**  **To answer a set of questions.** | **ACTIVITY 1 Reading. Adding new words from period 1. Making any changes needed. 10 min ACTIVITY 2 Listening and checking. Then practising in pairs. 10 mins**  **ACTIVITY 3 Reading again and answering the questions. 10 mins ACTIVITY 4 Working in groups. Listening again and practising the conversation. 10 mins** | **Activities 1-4** |  |
| **Period 3**  **PAST SIMPLE &PAST CONTINUOUS**  **To be able to use the past simple and the past** | **ACTIVITY 1 Reading the examples. 10 mins**  **Looking at the examples again. Ticking (/) the best way to complete the statements.**  **ACTIVITY 2 Working in pairs. Asking and answering questions. 10 min**  **ACTIVITY 3 Writing four** | **Activities 1-3** |  |

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| **continuous** | **questions. Then working in pairs. Asking and answering their questions. 15 mins** |  |  |
| **Period 4**  **To practice the vocabulary with gap-fill dialogues.**  **To use the new vocabulary in the variety of listening and speaking activities**  **To prepare the pupils for the text in the next period** | **ACTIVITY 1 Listening and repeating the new words. 7 mins ACTIVITY 2 Listening. Adding new words from activity 1.**  **Making any changes needed. 8 mins**  **ACTIVITY 3 Listening and checking. Then practising in pairs. 10 min**  **ACTIVITY 4 Listening and doing the tasks. 15 mins** | **Activities 1-4** |  |
| **Period 5**  **To focus on the reading skills To talk about the picture that accompanies the reading text To read the text**  **To answer questions about the text**  **To look for the new set of words in the text** | **ACTIVITY 1 Working in pairs. Talking about the picture on the next page. 10 mins**  **ACTIVITY 2 Reading and marking the statements true (/) or false (X). 15 mins**  **ACTIVITY 3 Listening and reading aloud. 15 mins** | **Activities 1,2,3,4** |  |

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| **Period 6**  **To focus on the reading skills To read the text and do comprehension activities**  **To develop the pupils' speaking skills** | **ACTIVITY 1 Reading again and completing the history notes.**  **Adding the dates. 10 mins ACTIVITY 2 Working in pairs. Asking and answering questions about what happened. 10 mins ACTIVITY 3 Reading the passage again and doing these tasks.**  **10 mins**  **ACTIVITY 4 Working in pairs. Think and discuss. 10 mins** | **Activities 1 -4** |  |
| **Period 7**  **To concentrate on vocabulary and vocabulary building.**  **To practise this vocabulary with a different activities.** | **ACTIVITY 1 Adding the words to their definitions. 5 mins ACTIVITY 2 Working in pairs.**  **Talking about the personal details of great leaders. 10 mins ACTIVITY 3 Working in pairs. Producing captions for the photos. 15 min**  **Working in different pairs. Reading out their captions to each other. 10 mins** | **Activities 1,2,3** |  |
| **Period 8**  **To be able to use the past simple and the past perfect** | **ACTIVITY 1 Reading the examples. 15 mins**  **Looking at the examples again. Ticking (/) the best way to complete the statements.**  **ACTIVITY 2 Working in pairs. Asking and answer questions. Using information from the history notes in periods 4 and 6. 15 mins ACTIVITY 3 making statements like the example. 10 min** | **Activities 1-3** |  |

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| **Period 9**  **To practise the first and second grammar point with a variety of grammar activities** | **ACTIVITY 1 Working in pairs. Looking at pictures 1–4 and telling Waleed’s story. 10 mins ACTIVITY 2 Working in pairs.**  **Asking and answering questions about Salah Al-Din’s life. 15 mins ACTIVITY 3 Making up reasons. 15 mins** | **Activities 1-3** |  |
| **Period 10**  **Listening is the focus of this period**  **To listen and answer questions**  **To develop pupils' pronunciation skills To encourage pupils' speaking skills** | **ACTIVITY 1 Looking at the pictures and answering the questions. 7 mins ACTIVITY 2 Listening and**  **checking their guesses in activity**  **1. Then labeling the pictures 1–4.**  **10 mins**  **ACTIVITY 3 Working in pairs. Saying what happened. 10 mins ACTIVITY 4 Practising their pronunciation: sounding interesting and interested. 8 mins ACTIVITY 5 Working in pairs.**  **Reading and acting out. 5 mins** | **Activities 1-5** |  |
| **Period 11**  **To write down two complete, lengthy sentences**  **To concentrate on guided writing.** | **ACTIVITY 1 Listening and writing down what they hear. 10 mins**  **ACTIVITY 2 Reading and ordering the notes. 10 mins ACTIVITY 3 Reading the notes again while they listen to Jamie’s story. Listening for the missing words. 10 mins**  **ACTIVITY 4 Expanding the notes. Telling Jamie’s story in the third person. 10 mins** | **Activities 1-4** |  |
| **Period 12**  **To follow the steps to write a story.** | **ACTIVITY 1 Working alone. Preparing to tell a story. 10 mins ACTIVITY 2 Working in pairs. Telling their partner’s story. 10 mins**  **ACTIVITY 3 Working alone. Writing their partner’s story. 10 mins**  **ACTIVITY 4 Working in groups. Reading out their partner’s story to the others. 10 mins** | **Activities 1-4** |  |

Head Teacher's Remarks ……………………………………………………….. Supervisor's Remarks ………………………………………..………………

**Unit Five *A day in Istanbul* 9th Grade period : from…………………to……………..….**

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| ***Aims*** | ***Methods and Procedures*** | ***Evaluation*** | ***Remarks*** |
| **Periods 1**  To present a set of vocabulary To listen to the conversation  To act out the conversation by different pupils. | Introduction 5 mins  Talking with the pupils about Istanbul Asking questions ACTIVITY 1 Listening and repeating. 7 mins  ACTIVITY 2 Looking at the picture on the next page. Describing it. 8 mins  ACTIVITY 3 Listening and answering the questions. 12 mins ACTIVITY 4 Listening and reading. Finding the words and phrases from activity 1. 5 mins | Activities 1-6  Activities 1- 6  Pages 16 - 19 Quiz |  |
| **Periods 2**  To revise the new set of vocabulary,  To use the new words to fill in the gaps  To read the text  To answer a set of questions. | ACTIVITY 1 Reading. Adding new words from period 1. Making any changes needed. 10 min ACTIVITY 2 Listening and checking. Then practising in pairs. 10 mins  ACTIVITY 3 Reading again and answering the questions. 10 mins ACTIVITY 4 Working in groups. Listening again and practising the conversation. 10 mins | Activities 1-4 |  |
| **Period 3**  to be able to use a lot, much, many, a little, a few;  To differentiate between the use of a / an and the | ACTIVITY 1 Reading the examples. 10 mins  Looking at the examples again. Completing the sentences with countable or uncountable.  ACTIVITY 2 Working in pairs. Asking and answering questions. 15 mins  ACTIVITY 3 Working in pairs. Playing a memory game. 15 min | Activities 1-3 |  |
| **Period 4**  To practice the vocabulary with gap-fill dialogues. | ACTIVITY 1 Listening and repeating the new words. 7 mins ACTIVITY 2 Listening. Adding  new words from activity 1. Making | Activities 1-4 |  |

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| **To use the new vocabulary in the variety of listening and speaking activities**  **To prepare the pupils for the text in the next period** | **any changes needed. 8 mins ACTIVITY 3 Listening and checking. Then practising in pairs. 10 min**  **ACTIVITY 4 Listening and doing the tasks. 15 mins** |  |  |
| **Periods 5**  **To focus on the reading skills To talk about the picture that accompanies the reading text To read the text**  **To answer questions about the text To look for the new set of words in the text**  **Period 6**  **To focus on the reading skills To read the text and do comprehension activities**  **To develop the pupils' speaking skills** | **ACTIVITY 1 Working in pairs. Talking about the picture on the next page. 10 mins**  **ACTIVITY 2 Reading and marking the statements true (/) or false (X). 15 mins**  **ACTIVITY 3 Listening and reading aloud. 15 mins**  **ACTIVITY 1 Reading and adding notes to complete the table. 10 mins ACTIVITY 2 Working in pairs.**  **Asking and answering questions about Istanbul. 10 mins ACTIVITY 3 Reading the passage**  **again and doing these tasks. 10 mins ACTIVITY 4 Working in pairs.**  **Think and discuss. 10 mins** | **Activities 1-4**  **Activities 1-3**  **Pages 24- 25**  **Activities 1-4** |  |
| **Period 7**  **To concentrate on vocabulary and vocabulary building.**  **To practise this vocabulary with a different activities** | **ACTIVITY 1 Completing the directions to the Top Coffee Shop. 10 mins**  **ACTIVITY 2 Working in pairs. Matching words to form pairs of opposites. 5 mins**  **ACTIVITY 3 Working in pairs. Completing the conversations with opposites from activity 2. 15 mins ACTIVITY 4 Working in pairs.**  **Practising the conversations. 15 mins** | **Activities 1- 4** |  |
| **Period 8**  **To differentiate between the use of a / an and the** | **ACTIVITY 1 Reading the examples. 10 mins**  **Looking at the examples again. Ticking (/) the best way to complete the statements.**  **ACTIVITY 2 Working in pairs. Having conversations in different tourist shops. 10 mins ACTIVITY 3 Working in pairs. Practising the conversations.**  **10 mins**  **ACTIVITY 4 Completing the statements. Choosing from each box and add a or the. Begining names**  **with capital letters. 10 mins** | **Activities 1---4** |  |
| **Period 9**  **To practise the first and second grammar point with a variety of grammar activities** | **ACTIVITY 1 Working in pairs. Asking for and giving directions round their school to a visitor. 15 min**  **ACTIVITY 2 Working in pairs. Choosing their lunch at a cafeteria. 10 mins**  **ACTIVITY 3 Describing real places** | **Activities 1---3** |  |

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|  | **to a visitor. 15 mins** |  |  |
| **Period 10**  **Listening is the focus of this period**  **To listen and answer questions To develop pupils' pronunciation skills**  **To encourage pupils' speaking skills** | **ACTIVITY 1 Working in pairs. Matching 1–6 in the list and on the map. Making statements. 10 mins ACTIVITY 2 Listening to some directions and doing the tasks.**  **10 mins**  **ACTIVITY 3 Practising their pronunciation: groups of sounds. 5 mins**  **ACTIVITY 4 Working in pairs. Read and act out. 5 mins ACTIVITY 5 Working in pairs. Giving new directions from and to**  **points A–D. 10 mins** | **Activities 1---4** |  |
| **Period 11**  **To write down two complete, lengthy sentences**  **To concentrate on guided writing.** | **ACTIVITY 1 Listening and writing down what they hear. 10 mins ACTIVITY 2 Working in pairs.**  **Ordering sentences to produce directions. 5 mins**  **ACTIVITY 3 Working in pairs. Writing a paragraph. 15 mins ACTIVITY 4 Reading the**  **information. Then doing the task. 10 mins** | **Activities 1---4** |  |
| **Period 12**  **To follow the steps to write about their visit to a town**  **---planning a tour----** | **ACTIVITY 1 Working in pairs. Doing the tasks to plan a tour for some visitors. 20 mins ACTIVITY 2 Writing their visitor tour in two paragraphs. Following the steps. 20 mins** | **Activities 1 2** |  |

Head Teacher's Remarks ……………………………………………………….. Supervisor's Remarks ……………………………………………..…

**Unit six *Palestinian success stories* 9th Grade**

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| ***Aims*** | ***Methods and Procedures*** | ***Evaluation*** | ***Remarks*** |
| **Periods 1** | **Introduction 5 mins**  **Talking with the pupils about their English for Palestine books Talking about things that come for Palestine**  **ACTIVITY 1 Listening and repeating. 7 mins**  **ACTIVITY 2 Looking at the picture on the next page. Describing it. 8 mins**  **ACTIVITY 3 Listening and answering the questions. 12 mins ACTIVITY 4 Listening and reading. Finding the words and phrases from**  **activity 1. 5 mins** | **Activities 1-4** |  |
| **To present a set of** |  |
| **vocabulary** |  |
| **To listen to the conversation** |  |
| **To act out the conversation by different pupils.** |  |
| **Periods 2** |  | **Activities 1-4** |  |
| **To revise the new set of vocabulary,**  **To use the new words to fill in the gaps**  **To read the text To answer a set of questions.** | **ACTIVITY 1 Reading. Adding new**  **words from period 1. Making any changes needed. 10 min ACTIVITY 2 Listening and checking. Then practising in pairs. 10 mins**  **ACTIVITY 3 Reading again and answering the questions. 10 mins ACTIVITY 4 Working in groups. Listening again and practising the conversation. 10 mins** |  |
| **Period 3**  **. to be able to use the present simple passive** | **ACTIVITY 1 Reading the examples. 15 mins**  **Looking at the examples again. Ticking (/) the best way to complete the statements.**  **ACTIVITY 2 Working in pairs.** | **Activities 1-3** |  |

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|  | **Changing the sentences into the present simple passive. 10 mins ACTIVITY 3 writing the sentences in a paragraph. Joining pairs of**  **sentences with and. 15 mins** |  |  |
| **Period 4**  **To practice the vocabulary with gap-fill dialogues.**  **To use the new vocabulary in the variety of listening and speaking activities**  **To prepare the pupils for the text in the next period** | **ACTIVITY 1 Listening and repeating the new words. 7 mins ACTIVITY 2 Listening. Adding new words from activity 1. Making any changes needed. 8 mins ACTIVITY 3 Listening and checking. Then practising in pairs. 10 min**  **ACTIVITY 4 Listening and doing the tasks. 15 mins** | **Activities 1-4** |  |
| **Period 5**  **To focus on the reading skills To talk about the picture that accompanies the reading text To read the text**  **To answer questions about the text**  **To look for the new set of words in the text** | **ACTIVITY 1 Working in pairs. Talking about the picture on the next page. 10 mins**  **ACTIVITY 2 Reading and marking the statements true (/) or false (X). 15 mins**  **ACTIVITY 3 Listening and reading aloud. 15 mins** | **Activities 1 3** |  |
| **Period 6**  **To focus on the reading skills To read the text and do comprehension activities**  **To develop the pupils' speaking skills** | **ACTIVITY 1 Reading and adding numbers to complete the table. 10 mins**  **ACTIVITY 2 Working in pairs. Asking and answering questions about the Palestinian stone industry10 mins**  **ACTIVITY 3 Reading the passage again and doing these tasks. 10 mins ACTIVITY 4 Working in pairs.**  **Think and discuss. 10 mins** | **Activities 1 4** |  |
| **Period 7**  **To concentrate on vocabulary and vocabulary building.**  **To practise this vocabulary with some different activities** | **ACTIVITY 1 Working in pairs. Discussing their school subjects. 10 mins**  **ACTIVITY 2 Writing their next school report. Doing the tasks. 10 mins**  **ACTIVITY 3 Matching the sentences to the meanings. Numbering the sentences 1–4. 10 mins**  **ACTIVITY 4 Playing a team game. Taking turns to produce more examples with meanings 1–4. 10 mins** | **Activities 1---4** |  |
| **Period 8**  **To be able to use past simple passive** | **ACTIVITY 1 Reading the examples. 10 mins**  **Looking at the examples again. Tick (/) the best way to complete the statements.**  **ACTIVITY 2 Working in pairs. Changing the sentences into the past simple passive. Do not use by +** | **Activities 1---4** |  |

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|  | **agent. 10 mins**  **ACTIVITY 3 writing the sentences in a paragraph. Joining pairs of sentences with and. 5 mins ACTIVITY 4 Working in pairs.**  **Changing the sentences into the passive. Use by + agent. 10 mins** |  |  |
| **Period 9**  **To practise the first and second grammar point with a variety of grammar activities** | **ACTIVITY 1 Working in pairs. Changing the sentences into the past and present simple passive. Do not use by + agent. 10 min**  **ACTIVITY 2 writing the sentences in a paragraph. Joining pairs of sentences with and. 10 min ACTIVITY 3 Working in pairs.**  **Putting the sentences in the passive. Think: by + agent / by + agent. 10 mins** | **Activities 1---3** |  |
| **Period 10**  **Listening is the focus of this period**  **To listen and answer questions**  **To develop pupils' pronunciation skills To encourage pupils'**  **speaking skills** | **ACTIVITY 1 Working in pairs. Talking about the picture. 10 mins ACTIVITY 2 Listening and marking the statements true (3) or false (7). 10 mins**  **ACTIVITY 3 Practising their pronunciation: listing. 10 mins ACTIVITY 4 Working in pairs. Play a memory game. Giving the subjects in the wrong order. 10 mins** | **Activities 1---4** |  |
| **Period 11**  **To write down two complete, lengthy sentences To concentrate on guided writing.** | **ACTIVITY 1 Listening and writing down what they hear. 10 mins ACTIVITY 2 Reading the information.5mins**  **ACTIVITY 3 Working in pairs. Preparing to write part of a newspaper report. 10 mins ACTIVITY 4 Writing part of the newspaper report. Starting like the**  **e.g 15 mins** | **Activities 1---4** |  |
| **Period 12**  **To follow the steps to write about a special building** | **ACTIVITY 1 Discussing old buildings in their area. 20 mins ACTIVITY 2 Writing about their special building. 20 mins** | **Activities 1-2** |  |

Head Teacher's Remarks ……………………………………………………….. Supervisor's Remarks ………….……………………………………………….