

English Plan 2017 /2018 Prep (Three)

Intended Learning outcomes	Content & Teaching aids	Strategies	Activities	Assessment Styles	Evidence	achieved learning outcomes
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Unit 1 : Visitors to Egypt						
To welcome the students and introduce unit to the students To talk about holiday activities	Unit (1) L. 1 /SB {IQ}B_ Flash cards_	Discussion Brain storming Cooperative work	Copy the email	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could talk about holiday activities
To give advice using should/shouldn't	Unit (1) L. 2 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Write a paragraph about what you should do to help your parents at home	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use should/shouldn't
To ask for and give recommendations	Unit (1) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could ask for and give recommendations
To ask for and give recommendations To discuss ways to help tourists To design a tourist brochure for Egypt	Unit (1) L.4 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write a paragraph about what you like to do when you visit a beach	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could design a tourist brochure for Egypt
To review and practise the vocabulary and structures To practice dictionary skills	Unit (1) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion	Write an email recommending places for a tourist to visit	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could what part of speech a word is

Unit 2 : Books and reading						
To talk about reading habits To read a conversation about reading, and answer questions	Unit (2) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	What kind of things do you enjoy reading?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about reading habits
To use few, fewer, the fewest and little, less and the least correctly	Unit (2) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion	When is the driest time of the year in Egypt?	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could use few, fewer, the fewest and little, less and the least

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To read and understand an adventure story To practise expressing feelings To carry out an internet search about an author	Unit (2) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could carry out an internet search about an author
To talk about novels To read a summary To write a summary	Unit (2) L. 4 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Write a paragraph about your favourite Egyptian writer	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could write a summary
To review and practise the vocabulary and structures To develop word building skills	Unit (2) L.5 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Write a book review	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could What endings can you add to words?
Unit 3 : Festivals and special days						
To read about spring festivals To answer questions about a website article	Unit (3) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	What can you see and do at the flower festival in Australia?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could answer questions about a website article
To use the present and past simple passive correctly To talk about festivals and special days	Unit (3) L. 2 /SB {IQ}B_ Flash cards_	Cooperative work Brain storming	What special days are celebrated by your family?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students use the present and past simple passive correctly
To use sequencing words to describe a special day To carry out an internet search about the longest day of the year	Unit (3) L. 3 /SB {IQ}B_ Flash cards_	Pair work Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use sequencing words to describe a special day
To use critical thinking skills to discuss festivals	Unit (3) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	What kind of food can you preserve with salt?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use critical thinking skills to discuss festivals
To review and practise the	Unit (3)	Brain storming	Write an	Oral questions	Student Book % of students could use

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vocabulary and structures To practise using sequencing words correctly	L.5 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	email about a special day	Exercises Tests.....etc.	Work Book	sequencing words to describe a special day
Review A						
To review and practise the vocabulary and structures	Review A L. 1 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Copy the paragraphs in a good handwriting	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the vocabulary and structures
To review and practise the vocabulary and structures	Review A L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write 5 sentences about what tourists should or shouldn't do in Egypt	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the vocabulary and structures
Unit 4 : Science and Technology						
To introduce the idea of STEM schools to the students • To read an article about STEM schools and answer questions	Unit (4) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Copy the text about STEM schools	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could read an article about STEM schools and answer questions
To use <i>might/must/can't</i> be correctly	Unit (4) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Write 5 sentences using relative clauses	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use <i>might/must/can't</i> be correctly
To work together to solve problems To express certainty and uncertainty To carry out an internet search about the achievements of STEM school students	Unit (4) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could carry out an internet search about the achievements of STEM school students
To talk about technology To ask and answer a quiz about technology	Unit (4) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Why do you think that it is important to understand and use new technology?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could ask and answer a quiz about technology

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To review and practise the vocabulary and structures To practise dictionary skills	Unit (4) L.5 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Write an article about STEM school students	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could review and practise the vocabulary and structures
Unit 5 : Achievements						
To talk about abilities To read a newspaper article about a child genius	Unit (5) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Copy the article	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about abilities
To use <i>could/couldn't, was/were (not) able</i> to correctly	Unit (5) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	What could you do when you were a child	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use <i>could/couldn't, was/were (not) able</i> to correctly
To add information To carry out an internet search about Imhotep	Unit (5) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could carry out an internet search about Imhotep
To talk about awards and achievements To do a project about awards	Unit (5) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Project	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about awards and achievements
To review and practise the vocabulary and structures To practise word building skills	Unit (5) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write a paragraph of seven sentences about Imhotep, the world's first genius	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could build words

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Unit 6 : Inventors						
To talk about machines in the home To read a magazine article about robots and answer questions	Unit (6) L. 1 /SB {IQ}B_ Flash cards_	Discussion Brain storming Cooperative work	How can robots be used to help children in hospitals?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could talk about machines in the home
To use transitive and intransitive verbs correctly	Unit (6) L. 2 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Write 3 sentences and write V above the verbs, then write T (transitive) or (I) intransitive	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use transitive and intransitive verbs correctly
To ask and answer about problems and inventions To practise emphasising a point To carry out an internet search about inventions	Unit (6) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could carry out an internet search about inventions
To read about the invention of ships and sails To use critical thinking skills to discuss Egyptian inventions	Unit (6) L.4 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	What other inventions are Egyptians famous for?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use critical thinking skills to discuss Egyptian inventions
To review and practise the vocabulary and structures To practise writing a report	Unit (6) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion	Write a report about a famous Egyptian invention	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could write a report
Review B						
To review and practise the vocabulary and structures	Review B L. 1 /SB {IQ}B_ Flash cards_	Brain storming Discussion	What are the Nobel Prizes for?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the vocabulary and structures
To review and practise the vocabulary and structures To identify and practise stressed syllables in compound nouns	Review B L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion	what do you know about Dr Mostafa Mosharafa?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could identify and practise stressed syllables in compound nouns

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Unit 7: All about sports

To talk about basketball and tennis To read a magazine article about the history of basketball and tennis	Unit (7) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	Why did players take the ball out of the basket in the first basketball games?	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could talk about basketball and tennis
To use <i>have to/had to</i> and <i>must/mustn't</i> correctly	Unit (7) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion	What did / didn't you have to do when you were a primary school student?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use <i>have to/had to</i> and <i>must/mustn't</i> correctly
To talk about how things have changed To give contrasting information and to add information To carry out an internet search about speed-ball	Unit (7) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could carry out an internet search about speed-ball
TO talk about team sports To ask and answer a quiz about team sports To discuss fairness in sport	Unit (7) L. 4 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	"Mohamed Ali Rashwan is a good example of how anyone should play a sport." Write a paragraph explaining that	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could discuss fairness in sport
To review and practise the vocabulary and structures To practise dictionary skills	Unit (7) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write about where and why speed-ball was invented and how you play it	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use dictionary skills

Unit 8 : How we learn

To talk about intelligence To read an article about being intelligent	Unit (8) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	What kind of intelligence do you think you have?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could talk about intelligence
To identify -ing forms and to use them correctly	Unit (8) L. 2 /SB {IQ}B_ Flash cards_	Cooperative work Brain storming	Complete the sentences using the -ing form	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could identify -ing forms and to use them correctly

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To talk about using the internet To practise talking about problems, and asking about and offering help	Unit (8) L. 3 /SB {IQ}B_ Flash cards_	Pair work Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could talk about using the internet
To ask and answer a quiz about solving problems To discuss talking about problems To write a quiz for other students to answer	Unit (8) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Project	Oral questions Exercises Tests.....etc.	Student Book	..... % of students could write a quiz for other students to answer
To review and practise the vocabulary and structures To practise word building skills	Unit (8) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write three more problems and pieces of advice for these problems	Oral questions Exercises Tests.....etc.	Student Book	..... % of students could use word building skills
Unit 9 : The Senses						
To talk about Braille To read about Louis Braille and answer questions	Unit (9) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	How does new technology help blind people to use Braille these days?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could talk about Braille
To use non-defining relative clauses	Unit (9) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Complete with non-defining relative clauses	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use non-defining relative clauses
To talk about an orchestra To practise inviting, and accepting /refusing invitations To carry out an internet search about the Al Nour wal Amal orchestra	Unit (9) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could talk about an orchestra
To talk about sign language	Unit (9) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	write an invitation for your partner	Oral questions Exercises Tests.....etc.	Student Book Work Book Notebook % of students could talk about sign language

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To review and practise the vocabulary and structures to write and lay out addresses	Unit (9) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write about your past habits	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could to write and lay out addresses
Review C						
To review and practise the vocabulary and structures	Review C L. 1 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Copy Andy's blog	Oral questions Exercises Tests.....etc.	Student Book Work Book Notebook	..... % of students could use the vocabulary and structures
To review and practise the vocabulary and structures	Review C L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Use non-defining relative clauses	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use the vocabulary and structures
Reader : Black Beauty						
To learn about Anna Sewell To understand the background of the story To read chapter 1 To make predictions	Chapter 1 / SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Why do you think that people were not nice to Ginger in the past?	Oral questions Exercises Tests.....etc.	Student Book Notebook	..... % of students could make predictions
To read the next part of the story	Chapter 2 / SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write a paragraph about a time when you were frightened. How did you feel?	Oral questions Exercises Tests.....etc.	Student Book Notebook	..... % of students could read the next part of the story
To read the next chapter of the story	Chapter 3 / SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Do you think that fourteen is too young to learn to do a job? Why? / Why not?	Oral questions Exercises Tests.....etc.	Student Book Notebook % of students could read the next part of the story

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Unit 10 : Travelling for work

To talk about travelling on a sleeper train To read about a train journey and answer questions	Unit (10) L. 1 /SB {IQ}B_ Flash cards_	Discussion Brain storming Cooperative work	Copy the email	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could talk about travelling on a sleeper train
To use the present simple and present continuous for future forms To talk about timetables and taking trains	Unit (10) L. 2 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Choose the correct form of the verb	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use the present simple and present continuous for future forms
To ask and answer questions about using trains To carry out an internet search about railways in India	Unit (10) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could carry out an internet search about railways in India
To use collocations related to travel To answer a quiz about time-keeping To discuss punctuality	Unit (10) L.4 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Put the dialogue in the correct order	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could discuss punctuality
To review and practise the vocabulary and structures To practise dictionary skills	Unit (10) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion	Write a description of a journey you plan to go on	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use dictionary skills

Unit 11 : Making the right choices

To talk about problems at home and at school To read a blog and answer questions	Unit (11) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	Copy the blog	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could talk about problems at home and at school
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To use <i>might/ must</i> and <i>should have</i> correctly	Unit (11) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion	Firefighters are driving back from a hotel. What might have happened?	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could use <i>might/ must</i> and <i>should have</i> correctly
To speculate about a picture To practise expressing past recommendations, explaining a choice in the past and expressing regret in the past To research information about the dangers of smoking	Unit (11) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could research information about the dangers of smoking
To talk about addictions To write about addiction and possible solutions	Unit (11) L.4 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Project	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about addictions
To review and practise the vocabulary and structures To practise word building skills	Unit (11) L.5 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Write a dialogue between Person A and Person B	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use word building skills
Unit 12 : Transport workers						
To talk about jobs To read an email about a transport worker's job	Unit (12) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	Copy the email	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about jobs
To report statements and imperatives correctly	Unit (12) L. 2 /SB {IQ}B_ Flash cards_	Cooperative work Brain storming	Report these sentences	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could report statements and imperatives correctly
To talk about different jobs To practise making opinions stronger To carry out an internet search to find facts about firefighters	Unit (12) L. 3 /SB {IQ}B_ Flash cards_	Pair work Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could carry out an internet search to find facts about firefighters

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To read a text about technical schools and answer questions To talk about the importance of jobs that need technical skills	Unit (12) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	What would happen if nobody learned technical skills for jobs?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could talk about the importance of jobs that need technical skills
To review and practise the vocabulary and structures To practise writing skills	Unit (12) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write a description of an important job	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could plan writing
Review D						
To review and practise the vocabulary and structures	Review D L. 1 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Complete the blog	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the vocabulary and structures
To review and practise the vocabulary and structures	Review D L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write an email	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the vocabulary and structures
Unit 13 : At the observatory						
To talk about the solar system To read an article about astronomy and answer questions	Unit (13) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	How many planets are there in our solar system?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about the solar system
To use reported speech	Unit (13) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Report these questions	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use reported speech
To talk about being an astronomer To carry out an internet search about the moons of planets in the solar system	Unit (13) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could carry out an internet search about the moons of planets in the solar system

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To use polite questions To do a quiz about politeness	Unit (13) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Why do you think that it is important to be polite to people?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could use polite questions
To review and practise the vocabulary and structures To practise writing skills	Unit (13) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write interview questions	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could practise the vocabulary and structures
Unit 14 : Wonders of the world						
To talk about the wonders of the world To read an article about the wonders of the world	Unit (14) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Copy the article	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could talk about the wonders of the world
To use the present perfect passive correctly	Unit (14) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Write two sentences about the changes in your school over the last five years	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the present perfect passive correctly
To practise asking for opinions and expressing agreement and disagreement To carry out an internet search about the seven wonders of the world	Unit (14) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could carry out an internet search about the seven wonders of the world
To give and discuss opinions To plan and write a paragraph about a modern wonder of the world	Unit (14) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Project	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could give and discuss opinions
To review and practise the vocabulary and structures To practise word building skills	Unit (14) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Complete these results for a survey	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could practise word building skills

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Unit 15 : Technology						
To read a text about technology and answer questions	Unit (15) L. 1 /SB {IQ}B_ Flash cards_	Discussion Brain storming Cooperative work	Copy the newspaper article	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could read a text about technology and answer questions
To use the second conditional with <i>would, might</i> or <i>could</i> To talk about possibility and impossibility	Unit (15) L. 2 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Answer the questions	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the second conditional with <i>would, might</i> or <i>could</i>
To understand a conversation about social networking site privacy settings To encourage people to continue speaking To carry out an internet search about the internet	Unit (15) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could carry out an internet search about the internet
To read about a project to protect buildings To discuss the importance of ancient buildings	Unit (15) L.4 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	What do you think would happen if we didn't repair Egypt's ancient wonders?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could discuss the importance of ancient buildings
To review and practise the vocabulary and structures To practise writing skills	Unit (15) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion	Write a report about social media	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could practise the vocabulary and structures
Review E						
To review and practise the vocabulary and structures	Review E L. 1 /SB {IQ}B_ Flash cards_	Brain storming Discussion	What do people aged 18 to 24 like to spend their money on?	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book	..... % of students could use the vocabulary and structures
To review and practise the vocabulary and structures	Review E L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion	Write an email about - social networking sites	Oral questions Exercises Tests.....etc.	Student Book Work Book Exercise book % of students could use the vocabulary and structures

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Unit 16: Animal stories

To talk about stories with a moral To read stories with morals and answer questions	Unit (16) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	Copy one story	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could talk about stories with a moral
To use the past perfect correctly	Unit (16) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion	What had you done before ten o'clock this morning?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use the past perfect correctly
To respond to news To carry out an internet search about ants	Unit (16) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could carry out an internet search about ants
To talk about doing the right thing	Unit (16) L. 4 /SB {IQ}B_ Flash cards_	Discussion Cooperative work	Why is it important to try to do the right thing?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could talk about doing the right thing
To review and practise the vocabulary and structures To practise dictionary skills	Unit (16) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write your own story with a moral	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use dictionary skills

Unit 17 : Animal life in the past

To talk about dinosaurs To read a website about dinosaurs and answer the questions	Unit (17) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work Discussion	How many kinds of dinosaurs used to live on the earth?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could talk about dinosaurs
To use the third conditional correctly	Unit (17) L. 2 /SB {IQ}B_ Flash cards_	Cooperative work Brain storming	Answer the questions	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could use the third conditional correctly

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Intended Learning outcomes	Content & Teaching aids	Strategies	Activities	Assessment Styles	Evidence	achieved learning outcomes
To talk about dinosaurs and Stone Age people To practise giving dates and numbers you are not sure of To carry out an internet search about dinosaurs	Unit (17) L. 3 /SB {IQ}B_ Flash cards_	Pair work Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could carry out an internet search about dinosaurs
To talk about animals that used to live in Egypt To find out and write about an animal	Unit (17) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Project	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could talk about animals that used to live in Egypt
To review and practise the vocabulary and structures To use word building skills	Unit (17) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write the answers to the quiz questions	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use word building skills
Unit 18 : Sea life						
To read a blog about sea life and answer questions	Unit (18) L. 1 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Where is Ras Mohammed and why do people go there?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could read a blog about sea life and answer questions
To use first, second and third conditionals correctly	Unit (18) L. 2 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	If you had a holiday, what might you do?	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use first, second and third conditionals correctly
To talk about sea life To practise showing relief and excitement To carry out an internet search about the Red Sea	Unit (18) L. 3 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Internet search	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could carry out an internet search about the Red Sea
To talk about the importance of protecting sea life	Unit (18) L. 4 /SB {IQ}B_ Flash cards_	Brain storming Cooperative work	Do you think we should protect the sea life in the Red Sea? Why? / Why not?	Oral questions Exercises Tests.....etc.	Student Book Work Book Notebook	..... % of students could talk about the importance of protecting sea life
To review and practise the vocabulary and structures To practise writing skills	Unit (18) L.5 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write two paragraphs	Oral questions Exercises Tests.....etc.	Student Book Work Book % of students could write well

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Intended Learning outcomes	Content & Teaching aids	Strategies	Activities	Assessment Styles	Evidence	achieved learning outcomes
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Review F

To review and practise the vocabulary and structures	Review F L. 1 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	What will happen if coral disappears?	Oral questions Exercises Tests.....etc.	Student Book Work Book Notebook % of students could use the vocabulary and structures
To review and practise the vocabulary and structures	Review F L. 2 /SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Write an email about a visit to the Red Sea	Oral questions Exercises Tests.....etc.	Student Book Work Book	..... % of students could use the vocabulary and structures

Reader : Black Beauty

To read the next part of the story	Chapter 1 / SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	What happened to Black Beauty's food?	Oral questions Exercises Tests.....etc.	Student Book Notebook	..... % of students could read the next part of the story
To read the next part of the story	Chapter 2 / SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Why did Black Beauty feel sorry for some of the taxi drivers and their horses?	Oral questions Exercises Tests.....etc.	Student Book Notebook	..... % of students could read the next part of the story
To read the next chapter of the story	Chapter 3 / SB {IQ}B_ Flash cards_	Brain storming Discussion Cooperative work	Why do you think that Skinner makes Black Beauty work so hard?	Oral questions Exercises Tests.....etc.	Student Book Notebook	..... % of students could read the next part of the story