

Date	/ /
Period	
Class	

Sec.3

Mr.

Mhmoud

Unit 1
Writers and stories
<b>Lesson 1      Listening</b>

**SB P. 1**

**WB P. 1**

**Performance indicators:**

*Listening for gist, for detail and to interpret meaning*

**Resources:**

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

**Strategies**

*Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work*

**Feedback:**

Time (.....) Minutes

*- How did you spend your summer holiday?*

*- Did you read any books?*

**Warm-up:**

Time (.....) Minutes

Asking ss to think of as many different types of writing they can.

Traditionally there were books, magazines, articles, letters, notes and reports; but now we also have emails, web pages, tweets, etc.

**Presentation:**

Time (.....) Minutes

**Vocabulary:**

*average (n) – confused – insist - midday - poetry - old-fashioned - routine (n) - Secretary – publisher - attachment - competition - custom - interpret - explosion*

**Structures:**

*- When did you start writing stories?*

*- How many words do you write usually?*

**Practice: S. B. EX.**

Time (.....) Minutes

**1: Discuss this question in pairs.**

**2: Check the meanings of these words in your dictionary.**

**3: Listen to an interview with a writer and answer the questions.**

**4: Listen again. Are these sentences *True* or *False*? Correct the false sentences.**

**5: Guess the meaning of the red words from the listening text.**

**6: Would you prefer to write a story with a pen, a pencil or on a computer? Why?**

**Consolidation: W. B. EX.**

Time (.....) Minutes

**1: Match to make phrases using the new words 1-6.**

**b6 C 1 d 3 e 4 f 5**

**2: Complete these sentences with words from Exercise 1.**

**b midday c routine d poetry e attachment f publisher**

**3: Use your dictionary to answer these questions.**

**b confuse / confusion d midnight f insistent c publish e secretarial g modem/fashionable**

**Home assignment:**

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

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

*- You do not understand something.*

*- You do not know the meaning of a word.*

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 1	
Writers and stories	
<b>Lesson 2</b>	<b>Language Focus</b>

**SB P. 2**

**WB P. 2**

**Performance indicators:**

- Using past simple, past continuous and past perfect.

**Resources:**

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

**Strategies**

Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work

**Feedback:**

Time (.....) Minutes

- I explain that the sentences 1-5 are all from the listening text in Lesson 1.

**Warm-up:**

Time (.....) Minutes

- I refer the ss to the information in Focus on Grammar

**Presentation:**

Time (.....) Minutes

**Vocabulary:**

*Habits – length of time – interrupted - particular time – describe – sense - state*

**Structures:**

- As soon as I had finished a story, I started the next one. *Past perfect / past simple*
- Yesterday evening, we **were revising** for our English test when all the lights went out.
- She **seemed** ill when I visited her. (We use the past simple)
- We weren't hungry because we **had** already **eaten**.
- When I **had reached** the station, the train left.

**Practice: S. B. EX.**

Time (.....) Minutes

**1: Underline all the verbs in these sentences from the listening text. Which tense is each sentence?**

**2: What is the meaning of when in the following two sentences? Discuss in pairs.**

a when = after b when = as / while

**3: Complete these sentences with the correct past form of the verbs in brackets.** b was reading/ phoned c .lived d gave / was –reading e had not read

**4: Choose the correct verbs to complete these sentences.**

B telephoned / bad seen **c had had** d had e was playing

**Consolidation: W. B. EX.**

Time (.....) Minutes

**1: Choose the correct verb.**

b began d were you doing f was doing c I'd already seen e I'd had

**2: Find and correct the mistake in each sentence.**

B correct **c were revising** d tasted e had gone f helped

**3: Answer these questions.**

**Home assignment:**

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

What do you know about Yehia Haqqi?

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 1
Writers and stories
<b>Lesson 3      Reading</b>

**SB P. 3**

**Performance indicators:**

- *Reading for specific information.*

**Resources**

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

**Strategies**

*Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work*

**Feedback:**

Time (.....) Minutes

- *Checking the homework.*

**Warm-up:**

Time (.....) Minutes

Asking the students to look at the words in the box.

**Presentation:**

**Vocabulary:**

Time (.....) Minutes

*believer - collection - custom - disabled - district - establish - law - pioneer – style – politician – fiction – diplomat - literature*

**Structures:**

- *One of Yehia Haqqi's novels, The Postman, was made into a film.*

**Practice: S. B. EX.**

Time (.....) Minutes

**1: Check the meanings of these words in your dictionary.**

**2: Read this article about Yehia Haqqi quickly and answer the questions.**

**3: Read the article again and choose the correct answers.**

**4: Discuss this question in pairs.**

**Consolidation:**

Time (.....) Minutes

<u>Believer</u>	someone who believes that a particular idea or thing is very good
<u>Collection</u>	a set of similar things that you keep together
<u>Custom</u>	something that people do because it is traditional
<u>Disabled</u>	unable to use a part of the body in the way that most people do
<u>District</u>	an area of a city or country
<u>Establish</u>	to give someone a respected position in society or in an organisation
<u>Law</u>	the system of rules that people in a country or place must obey
<u>Pioneer</u>	one of the first people to do something that other people will continue to develop
<u>Style</u>	a way of doing something that is typical of a particular person, group or period

**Home assignment:**

Ss are asked to answer SB. EX. 4 at home.

Write a short paragraph about Yehia Haqqi.

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 1
Writers and stories
<b>Lesson 4 Critical thinking</b>

**SB P. 4**

**WB P. 3**

**Performance indicators:**

- *Understanding the importance of literature and education.*

**Resources:**

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

**Strategies**

*Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work*

**Feedback:**

Time (.....) Minutes

- *What do you know about Yehia Haqqi?*

**Warm-up:**

Time (.....) Minutes

- Rereading the text about Yehia Haqqi on page 3.

**Presentation:**

Time (.....) Minutes

**Vocabulary:**

*Earthquake - lawyer - interested in – disabled - cultures*

**Structures:**

- *We usually use **make** to talk about producing, creating or building something new*

- *We usually use **do** to talk about work, a task or activities*

**Practice: S. B. EX.**

Time (.....) Minutes

**1: Answer the following questions.**

**2: Read this quotation from the article and discuss the questions.**

**3: Discuss this question in pairs.** Reading literature improves my education by introducing me to rich new language and vocabulary. It can make me think about my own experiences and also describe new and exciting experiences which I may not have. Reading literature introduces me to other people's experiences and cultures, both of which might be very different from my own. This can help me to become more tolerant towards others. Through literature, I can explore unusual or different cultures and situations and better understand my own.

**4: FOCUS ON MAKE AND DO** b do c made d did/made

**Consolidation: W. B. EX.**

Time (.....) Minutes

**1: Complete the puzzle to find a word.** a disabled b customs c law d style c pioneer g district *establish*

**2: Complete these sentences with words from Exercise 1.** h district claw d pioneer e customs f disabled

**3: Use your dictionary to complete these sentences with the correct form of the words in brackets.** B lawyer e writer c publisher f belief d collection g disability

**4: Complete the table.** *make:* a noise, a mistake, a speech, an arrangement  
*do:* a good job, a survey, the housework, well

**Home assignment:** Correct the following:

- He usually is late for school.

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

1 - Early black and white photos show people in ----- clothes.

a – new                      b – old-fashioned                      c – stylish                      d – modern

2 - He has a ----- routine in writing.

a – fixed                      b – fixing                      c – fax                      d – mix

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 1
Writers and stories
<b>Lesson 5 Communication</b>

**SB P. 5**

**WB P. 4**

**Performance indicators:**

- *Expressing opinions.*
- *Writing a summary.*

**Resources:**

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

**Strategies**

*Discussion -Inductive -Brainstorming -Co- operative -Role playing Individual -Pair work*

**Feedback:**

Time (.....) Minutes

- *Asking for as many collocations as we can using the verbs make and do.*

**Warm-up:**

Time (.....) Minutes

- I explain that the exercise presents two lists: one of the names of writers and the other of the jobs they did.

**Presentation:**

**Vocabulary:**

Time (.....) Minutes

*journalist– sailor– lawyer– politician – diplomat – editor – experiences - pioneer style – prize – rules – obey – period – literature - culture*

**Structures:** *Expressing opinions*

- *I think / don't think that ...*
- *I'd say that ...*
- *In my opinion, ...*
- *As far as I'm concerned*

**Practice: S. B. EX.**

Time (.....) Minutes

**1: In pairs, can you match the writers below with the jobs they also did during their lives?**

**Listen and check your answers.**

- a *Yehia Haqqi was a diplomat.*
- b *Jonathan Swift was a politician.*
- c *Daniel Keyes was an editor.*
- d *William Golding was a teacher.*
- e *Herman Melville was a sailor.*
- f *Rider Haggard was a lawyer.*
- g *Arthur Conan Doyle was a doctor.*
- h *Charles Dickens was a journalist.*

**2: Discuss these questions in pairs. Use expressions from Focus on functions.**

**3: Discuss the following in pairs.**

**4: Research the following about a writer**

**Consolidation: W. B. EX.**

Time (.....) Minutes

**1: Finish the following dialogue.**

- a- What were you doing?
- b- I think classic stories are better
- c- *In my opinion, they can't be as exciting as longer novels.*

**2: Plan a two-paragraph summary of the things you discussed in the Student's Book.**

**3: Write your summary 100-125 words.**

**Home assignment:**

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

Write a paragraph on "the person I admire most"

**Comments of supervision**

.....