

Date	/ /
Period	
Class	

Sec.3

Mr.

Mhmoud

Unit 4
Women in history
<b>Lesson 1      Listening</b>

**SB P. 21**

**WB P. 21**

**Performance indicators:**

*Listening for gist and to interpret 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

*- Asking students about the project of websites they did at home from R. A.*

*- Collecting photos of different women who are well known (one photo per group of four students).*

**Warm-up:**

Time (.....) Minutes

**Who is she? Why is she important?**

**What has she done? Where is she from?**

**Presentation: Vocabulary:**

Time (.....) Minutes

***appreciate - argue for - award (v) - government - positive - respected (adj) - role -***

**Structures: *Get has many meanings, for example: Aisha's mother encouraged her daughter to get a good education (get means have).***

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

Time (.....) Minutes

**1 Look at the pictures and answer the questions.** A 3 Florence Nightingale 4 Dr Aisha Adb El-Rahman 2 Amy Johnson B Florence Nightingale: a nurse who introduced new ways of nursing. (British) Dr Aisha Abd El-Rahman: a writer and teacher (Egyptian) Loffia El Nadi: one of Egypt's first female pilots (Egyptian) Amy Johnson: a pilot who broke world records for solo flights (British)

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

- appreciate* understand and enjoy the good qualities of something
- argue for* clearly explain why something is true or must be done
- award* officially give someone a prize or money
- government* the group of people who make decisions about how to rule a country
- positive* hopeful and confident
- respected* admired by many people because of your achievements, skills etc.
- role* the position that someone has in a job or activity

**3 Listen to a talk about a famous woman and answer the questions.**

a Dr Aisha Abd El-Rahman b Students' own answers

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

c False. Her mother encouraged her. d False. She started when she was five. e False. She was a government inspector for the teaching of Arabic Literature. f True g False. She was eighty-five.

**5 Discuss this question in pairs.** It was good in that she spent her life doing the things that she was most interested in and helping and inspiring other people. However, it may not have been good for her personal life because she would not have had much time to spend with family and friends.

**6 Focus on expressions with get** a received b bought c travelling d becoming

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

Time (.....) Minutes

**1 Change or add a word or phrase to correct the mistakes in these definitions. (4 are correct).**

b like the good qualities or value of something c correct d correct e have a good effect f correct g correct

**2 Complete these sentences with words from Ex. 1.** b positive c role d appreciate e government f respected

**3 Use your dictionary to complete these sentences with the correct form of the word in**

**brackets.** b respectful c respectable d governed e positively f award g appreciatively

**Home assignment: *I ask Ss to write the discussion of S.B. Ex. 5.***

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 4	
Women in history	
<b>Lesson 2</b>	<b>Language Focus</b>

**SB P. 22**

**WB P. 22**

**Performance indicators:**

- *Relative clauses*

**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 ask the students about the paragraphs of about the discussion of S.B. page 21 Ex. 5*

**Warm-up:**

Time (.....) Minutes

Reminding the students that a relative clause is a part of a sentence that defines something or gives additional information.

**Presentation: Structures: Relative clauses**

- We use **Type 1** relative clauses to give necessary information about people or things: *She is the woman **who / that** wrote two books.*
- We use *who / that* for people and *which / that* for things: *That's the book **which / that** is a best seller.*
- We use *whose* to show possession or relationship: *Ahmed is the boy **whose** father is a teacher.*
- We use *where* for places and *when* for time: *This is the place **where** we often have picnics. Friday is the day **when** I visit my relatives in our village.*
- Sometimes you need to use a preposition before the relative pronouns (but never before *who* or *that*): *This is the article **in which** she writes about science. That is the stadium **at which** we saw the cup final.*
- In informal English, you can often leave out the object pronoun: *I need to talk to someone (who / that) I can trust.*
- We use **Type 2** relative clauses to give extra information about people or things. We do not usually use *that* as a relative pronoun: *The book, **which** I bought last week, is really interesting. Mr Samir, **who** teaches us science, is always friendly.*
- We always use a comma to separate a Type 2 relative clause. You cannot leave out the object pronouns.
- We can also use *what* to mean *the thing that / which*. *What* is preceded by a verb and not a noun: *We'd better decide **what** we need to buy.*

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

Time (.....) Minutes

**1 Underline the relative clauses in these sentences from the listening text. Circle the relative pronouns.** b who c who d when e in which f where

**2 Answer these questions in pairs.** a Sentence 4 – it says what the articles do. b The other sentences do this.

**3 Join these pairs of sentences** b Dr Aisha wrote many articles in which she discussed women and society. c Raneem El Welily, who was born in 1989, is a famous squash player./ Raneem El Welily, who is a famous squash player, was born in 1989. d Raneem El Welily won a competition in 2015, which made her the number one women's squash player in the world.

**4 Choose the correct words to complete these sentences.** b what c which d for

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

Time (.....) Minutes

**1 Choose the correct relative pronoun.** b who c who d when e in which f where

**2 Complete these sentences with the correct phrase.** b to which c at which d for which

**3 Rewrite the following sentences, putting the information in brackets into a relative clause.**

b Woman's Day, which marks an important event in 1909, is on March 8th. c Alexandria, where my mother was born, is in northern Egypt. d Abdel-Tawab Youssef is a famous children's writer whose books have been translated into many languages./ Abdel Tawab Youssef ,whose books have been translated into many languages, is a famous children's writer.

**4 Rewrite these sentences without a relative pronoun.**

b Did you like the room we stayed in? c No change possible d I always like to buy cotton from Egypt.

**Home assignment:** I ask Ss to write a small paragraph about Women in history.

**Comments of supervision**.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 4
Women in history
<b>Lesson 3      Reading</b>

**SB P. 23**

**WB P. \_**

**Performance indicators:**

- Read for specific information and to interpret reference words

**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; relative clauses W.B. Ex. 4.

**Warm-up:**

Time (.....) Minutes

I tell the students to read the questions and discuss the answers in groups.

**Presentation:**

**Vocabulary:**

Time (.....) Minutes

*career - (be in) charge of - director - impressive - licence - nursing - solo - suitable*

**Structures:**

- In December 1933, Lotfia El Nadi became famous when she flew **solo** in an international race, which went from Cairo to Alexandria.

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

Time (.....) Minutes

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

- career* a job or profession you have trained for and intend to do for a long time
- be in charge of* be the person who is responsible for something or someone
- director* someone who controls or manages a company, organisation or activity.
- impressive* making you admire something
- licence* an official document that allows you to do something
- nursing* the job of looking after people who are ill or injured
- solo* done alone, without anyone else helping you
- suitable* right or acceptable for a particular situation

**2 Read the articles and answer these questions.**

- a She opened the first school of nursing.
- b 1933: Lotfia El Nadi became famous when she flew solo from Cairo to Alexandria.
- 1944: Linda Masoud became the first woman teacher at the flying school.

**3 Read again and answer these questions.**

- b Because her work in London was so effective.
- c She opened the Nightingale School of Nursing.
- d To pay for her flying lessons.
- e She was only the second woman ever to fly solo from Cairo to Alexandria.
- f Her achievements encouraged other women to have a career in flying.

**4 What do the following words and phrases in bold from the articles refer to?**

- b this type of school c flying solo d at the flying school

**5 Discuss this question in pairs.**

**Home assignment:**

**Choose the correct answer:**

- 1- Amy Johnson was a pilot who (broke-destroyed-smashed-ruined) world records for solo flights.
- 2- Florence Nightingale was a nurse who (produced-directed-stretched-introduced) new ways of nursing.
- 3- Queen Victoria (stayed-took-ruled-involved) Britain for 63 years.
- 4- My older brother has a (decree-degree-licence-flight) in Maths from Cairo University.
- 5- Exercise can have a (positive-negative-position-positively) effect on your health and fitness.
- 6- Nurses have an important (goal-rule-role-rank) in looking after patients in a hospital.

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 4
Women in history
<b>Lesson 4 Critical thinking</b>

**SB P. 24**

**WB P. 23**

**Performance indicators:**

- *Critical thinking:* - *Understanding the changing role of women in society.*

**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

- *Discussing the students' answers to SB. EX. 5 L3*

**Warm-up:**

Time (.....) Minutes

Asking the students to give their ideas about the benefits of technology and how it has changed our way of living. They can also make predictions about the future.

**Presentation:**

Time (.....) Minutes

**Vocabulary:**

*air conditioning – password – replace – fuel pump – sat-navy – lake – timetable – arrange - plan*

**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.**

b It was the first of its kind. c She became the first woman in Egypt to have a pilot's licence.  
 d Suggested: Many women did not work at that time so any work was considered unsuitable, especially a job working with people who were ill and often very poor. e Suggested: She probably thought that it would be exciting f Suggested: Because they realised that it was possible for women to have an interesting career in flying after what she achieved.

**2 Read this quotation and answer the questions.** a People who want to care for and help others. b Doctors, carers, teachers, dentists, etc. c They were probably not very clean and they were very crowded because more people became ill then. There were probably not many medicines. d The cleanliness and hygiene in hospitals is much better now, and the equipment and medicines are now very modern and efficient. There are more staff members who are better trained and there is a lot of technology which can help ill people.

**3 Discuss these questions in pairs.** a Today women can do almost any job. Fifty years ago, some women found jobs as teachers, secretaries or nurses but it was harder for them to find work. b Some jobs are very physical and need a lot of strength, for example, road workers. Perhaps

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

Time (.....) Minutes

**1 Choose the correct word.** b licence c career d suitable e director f charge g nursing h impressive

**2 Match these words with their meanings. (You do not need one.)** b 6 c 7 d 3 e 1 f 4

**3 Use your dictionary to answer these questions.** b impress c direct d suitability e soloist

**4 What do you notice about the answers to these questions?** a license b practise c advise They all change the *c* in the noun form to *s* in the verb form.

**Home assignment: Translate into Arabic**

1-The human brain is a bit like a computer. Scientists say people who use the right hand side of their brain most are usually artists and musicians and those who use the left-hand side of their brain most are usually scientists and politicians.

**Comments of supervision**

.....

Date	/ /
Period	
Class	

Sec.3  
Mr.  
Mhmoud

Unit 4
Women in history
<b>Lesson 5 Communication</b>

**SB P. 25**

**WB P. 24**

**Performance indicators:**

- **Functions:** - *Expressing enthusiasm*
- **Writing:** - *Writing an email about free-time activities*

**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

- *Reminding students of the homework (The translation.)*

**Warm-up:**

Time (.....) Minutes

Writing the words *enthusiasm* *تعصب/حماسة* and *enthusiastic* *متعصب* on the board and check that the students understand what they mean.

**Presentation:**

**Vocabulary:**

Time (.....) Minutes

*enthusiasm* *تعصب/حماسة* and *enthusiastic* *متعصب*

**Structures:**

*There's a report in the newspaper which says that it is easier for women to get good jobs now.*

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

Time (.....) Minutes

**1 Discuss these questions in pairs.**

**2 Listen to five short conversations and answer these questions.**

a Speaker 2: *He's just found out that he did very well in an exam.* Speaker 3: *He's starting a new sport next week (karate).* Speaker 4: *She's having a baby.* Speaker 5: *He's just been accepted at Cairo University.* b Conversation 4.

**3 Listen again and tick the expressions used by the speakers that express enthusiasm.** That's fantastic! Wow! That's brilliant. What a great idea! Wonderful news!

**4 Work in pairs. Take turns to be Student A and Student B.**

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

Time (.....) Minutes

**1 Complete the expressions that show enthusiasm.** b the moon c about it d wait e terrific

**2 Write what you would say in each of the following situations.** b What a great idea! c That's great news, isn't it! d That's fantastic!

**3 Read part of an email that you have received from students at an English school. Were the results of their project the same or different to what you found out?**

**4 Plan a reply to this email using the results of the research you did in the Student's Book.**

Make notes under these headings.

**5 Write your email in 130–150**

**Home assignment:**

***Translate into English:-***

- 1 يشكل تعليم الفتيات أولوية تحظى بالاهتمام من جانب الحكومة المصرية.
- 2 مسئولية كل مصري تجاه الأشجار والزهور كبيرة فهي تقلل من التلوث البيئي

***Choose the correct answer:***

- 1- The brother (who-whom-which-whose) lives in Moscow is coming home on Friday.
- 2- My penfriend, (who-that-where-when) lives in Sweden, is studying biology at university.
- 3- Aisha, (which-whom-whose-that) father is a well-known doctor, is my best friend at school.
- 4- My brother (whom-whose-where-that) lives in New York is going to visit us soon.

**Comments of supervision**

.....