

Date	/ /
Period	
Class	

Sec.3

Mr.

Mhmoud

Unit 5
Emily Dickinson: "If I can stop"
<b>Lesson 1      Listening</b>

**SB P. 11**

**WB P. 9**

**Performance indicators:**

*Listening for gist and 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

*Telling students to stand up and read out their emails.*

**Warm-up:**

Time (.....) Minutes

Writing *The Gardener* and *If* on the board. Asking the students if they can remember what these are (they are poems which they studied in Secondary 1 and 2). Can they remember who wrote them (*The Gardener* is by Robert Louis Stevenson and *If* is by Rudyard Kipling)?

**Presentation:**

Time (.....) Minutes

**Vocabulary:**

*poet - sadness - offer - successful – poetry - lovely - expression - comment - poem - fine - quantity - somewhere - verse - publish - singular - safe – rhyme*

**Structures:**

*All the juice has gone bad. Don't drink it. All the teachers encourage their students. Half (of) my neighbours are very cruel. Half (of) my life has been spent trying to be rich.*

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

Time (.....) Minutes

**Discuss these questions in pairs.** a Suggested: know, go, grow, so, sew, low b A verse is a group of lines that form part of a poem.

**2 Choose the correct meaning of the words and phrases.** b B c B d A e A

**3 Listen to a talk about the poet Emily Dickinson. When were most of her poems published?**

Most of her poems were published after she died in 1886.

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

b False. They were very different to most poems at that time. c True d False. She always wore white clothes. e False. She spent nearly all her life at home. f True g False. She wrote 1,800 poems. h True

**5 Focus on phrases with break.** b made me very unhappy c do something that is illegal d did something better than anyone else, or achieved something that no one else has achieved e don't do what you have promised to do

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

Time (.....) Minutes

**1 Match these words with their meanings.** a 3 b 4 c 1 d 2

**2 Complete these sentences with words from Exercise 1.** b moving c alive d challenging

**3 Complete these sentences with an expression using break.**

b break the law c broke (Amira's) heart d broke a record

**4 Answer these questions.** b They can steal something that does not belong to them, they can drive too fast, break or damage something, hurt someone, etc. c Students' d Stop working so you can have lunch. e Students'

**Home assignment:**

*I ask Ss to complete the activities at home.*

**Comments of supervision**

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<b>Lesson 2</b>	<b>Language Focus</b>

**SB P. 12**

**WB P. 10**

**Performance indicators:**

*Grammar Distributives: all, both, half, each, every, either, neither*

**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 some students to read out their answers. (WB. Ex4).

**Warm-up:**

Time (.....) Minutes

- Giving students time to read the sentences and to circle the correct words.

**Presentation: Vocabulary:**

*publisher - plural - phrase - rhythm - follow - a card - summarise - break - traditional - a present - simple - heart - colourful*

**Structures:**

*Half (of) my neighbours are very cruel.*

*Half (of) my life has been spent trying to be rich.*

**Practice: S. B. EX.** Time (.....) Minutes

**1 Choose the correct words in these sentences from the listening text. Then listen and check your answers.** b either c both d all e half f each g neither

**2 Find and correct the mistakes in the following sentences.** b I need to be good at **both** speaking and writing English to get the job. c **Each** (or **Every**) engineer in the factory was given a separate job to do. d **All** the students in my class speak English very well.

**3 Complete the sentences with the following words.** b half c every d neither e each f either g both

**Consolidation: W. B. EX.** Time (.....) Minutes

**1 Choose the correct words.** b Both c each d Neither e All f every

**2 Complete the sentences with the correct distributive.** b Each c every d neither e both f half

**3 Match the questions and answers.** a 4 b 6 c 2 d 1 e 3 f 5

**4 Answer the questions from Exercise 3 for yourself. Use distributives where possible.**

**Home assignment:**

- Ss are asked to answer WB. EX. 4 at home.

- I ask Ss to write a small paragraph about the role of charities in society.

**Exercise:**

1-The train leaves (**every-half-each-either**) four hours.

2- Two men wanted to marry her, but she accepted (**either-every-neither-all**) of their offer.

3- She preferred to write long letters to (**each-all-neither-half**) friend instead.

4- She spent about (**both-every-each-half**) of her time writing poems.

5-She spent nearly (**either-each-every-all**) her life at home.

6- When she was a child, she was good at (**both-all-every-either**) writing and playing the piano.

7- They may have (**either-neither-all-both**) no words that rhyme, or words that partly rhyme.

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Unit 5
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<b>Lesson 3      Reading</b>

**SB P. 13**

**WB P. \_**

**Performance indicators:**

*Reading for detailed 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; asking a few students to read the questions and their answers.

**Warm-up:**

Time (.....) Minutes

What can you remember about the poet Emily Dickinson from Lesson 1?

**Presentation:**

**Vocabulary:**

Time (.....) Minutes

*individual - lighten - rules - earthquake - member - burden - unhappy - promise - a piece of - castle - challenging - law - sandwich*

**Structures:**

*Each child received a present. I gave each plant some water.*

*Each of the children received a present. I gave each of the plants some water. Each of the boys is not very polite.*

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

Time (.....) Minutes

**1 Discuss these questions in pairs.**

a Ss's b They can be about any subject, but common subjects are love, life, death and nature.

**2 Match these words and phrases with their meanings.** a 3 b 5 c 1 d 2 e 4

**3 Read and listen to a poem by Emily Dickinson. Which words in the poem rhyme?**

breaking/aching, vain/pain/again

**4 Read the poem again and choose the correct answer.** a B b A c A

**5 Work in pairs. Can you match these sentences with lines from the poem?** b If I can stop one heart from breaking c If I could help the fainting robin unto his nest again.

**6 To paraphrase means to write or say something in a shorter, simpler way. Can you**

**paraphrase the poem in your own words?** If I could stop one person from feeling sad, or help someone who is feeling ill, or help someone who is feeling weak to get to somewhere safe, then my life will be meaningful / have more meaning to me.

**Home assignment: Exercise:**

1-The tour guide gave (**both-half-each-either**) tourist a ticket to enter the museum.

2-My mother said I could have (**either-neither-all-both**) a cheese or a chicken sandwich.

3-I was very hungry so I ate (**both-half-each-either**) the cheese and the chicken salad.

4-I have three sisters (**both-every-all-ever**) of them are teachers.

5-(**Neither-Both-Either-Half**) Susie and Eva are nice and friendly.

6-I go to evening classes (**each-half-all-every**) two days.

7-There are two restaurants in the town and (**all-half-every-both**) of them are extremely old.

**Comments of supervision**

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Unit 5
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<b>Lesson 4 Critical thinking</b>

**SB P. 14**

**WB P. 11**

**Performance indicators:**

*Critical thinking Understanding the importance of helping people*

**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 **Exercise**

**Warm-up:**

Time (.....) Minutes

What can you remember about the poem "If I can stop"?

**Presentation:**

Time (.....) Minutes

**Vocabulary:**

*headache - challenge - lawful - unconscious - asleep - record - smile – conscious - ashore – interesting - distribute - faint - awake -*

**Structures:**

*Every **child** received a present. I gave every **plant** some water. Every **teacher** should work hard. Presents will be given to every **mother** here.*

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

Time (.....) Minutes

**1: Answer the following questions.** a It has one. b Suggested: Your life has meaning if you can help people. c Suggested: The quotation by Charles Dickens. d Students' own answers

**2 Discuss these questions in pairs.** a Students' own answers b We learn that she wants to help people and that she is kind. c Some of them must have been ill or had a difficult time, because she wants to ease their pain. d Suggested: When they are ill or have problems with the people they love; when they are having problems at school or at work, etc. e Suggested: We can talk to them about their problems. If they are ill, we can help them by visiting them or helping with their housework, etc.

**3 Complete the sentences with these words and phrases.** b ache c ease d in vain

**4 Focus on adjectives and adverbs starting with A-**

2 a I'm always awake at six o'clock. b That 500-year-old tree is still alive. 3 a along b ahead

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

Time (.....) Minutes

**1 Complete these sentences using the first and last letters of the missing words.**

b aching c fainted d vain e eased

**2 Complete the sentences using these words.** b ahead c alive d awake e along f asleep

**3 Put the lines of this poem "A bird came down" by Emily Dickinson in the correct order.**

4 And ate the fellow, raw. 1 A bird came down the walk 3 He bit an angle worm in halves 2 He did not know I saw;

**4 Answer the questions about the poem.** a raw/saw b the angle worm

**5 How many words can you think of that rhyme with the following words?** b bright, right, fight, eyesight, flight, fortnight, night c line, headline, online, shine, fine, sunshine d go, know, grow, tomato, potato, so, slow, snow e long, wrong, belong, along, strong f bell, spell, smell, sell, tell

**Home assignment:**

***Translate into Arabic: (August, 2009)***

1-Modern societies need enormous amounts of power for heating, lighting and industry.

2-Most of this power comes from coal and oil. Experts say that this type of fuel will soon be used up.

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Unit 5
Emily Dickinson: "If I can stop"
<b>Lesson 5 Communication</b>

**SB P. 15**

**WB P. 12**

**Performance indicators:**

*Functions Summarising and paraphrasing*

*Writing a review of a poem*

**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

Reading the title and making sure that the students understand the meaning of summarising لخص and paraphrasing. أعاد الصياغة.

**Presentation:**

**Vocabulary:** Time (.....) Minutes

*Skill - partly - in vain - ahead - skillful - staff - vain - along - moving - both - ease - review - emotion - bite - aching - reviewer - emotional*

**Structures:**

*Both children were born in Italy. Both the children were born in Italy. Both of the children were born in Italy. I can stay at either hotel. Either day is fine for me. Either of you can come. Either of the hotels will be fine.*

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

Time (.....) Minutes

**1 Listen to a conversation and answer the questions.** b He thinks it is about the sun going down. c No, he thinks it is about love.

**2 Listen again and put the expressions below in the order you hear them.** a 3 b 1 c 5 d 2 e 4

**3 Work in pairs.**

**4 Work in different pairs.**

**5 Research a modern Egyptian poet**

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

Time (.....) Minutes

**1 Read these reviews of the two poems by Emily Dickinson and answer the questions.** A Review A is for "If I can stop". Review B is for "A bird came down". B A The poem is quite short and has just one verse. Most of the lines rhyme and I found it easy to read. I like the message of the poem. The writer wants to help people who are perhaps less happy than she is. It's a lovely poem. B This poem has just one verse. Two of the lines rhyme and two do not. It is very short and it's not difficult to understand. The writer describe a bird eating a worm, but the bird does not know that she is watching it. The poem makes the bird seem strong: it bites the worm in half and then eats it raw. I don't really like the poem. c The reviewer prefers "If I can stop ". We know this because the review finds it easy to read, likes the message of the poem and says it is lovely. The reviewer does not like "A bird came down".

**2 Plan a review of a poem.**

**3 Write a review of the poem in your notebook.**

**Home assignment:**

- Ss are asked to answer WB. EXs. 2&3 at home.

- Telling the students to write one sentence using each distributive in context (*all, both, half, each, every, either, neither*)

**Comments of supervision**

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