

Unit Goals :

1- Recognize what quality of life means. 2- Introduce vocabulary about features of a community. 3- Underline the comparative and superlative forms. 4- Recognize the comparative and superlative forms of adjectives. 5- Underline the form of comparisons with as ... as. 6- Define the form of Indirect questions. 7- Listen for specific details in a news story about garbage and recycling. 8- Practice the intonation of direct and indirect questions. 9- Write about your town, comparing it with other towns. 10- Apply conventions of writing to write about a town or city in our country or the world.

Big Picture :

- Comparative & superlative
- As ...as
- Direct & indirect.

<p>(1) Listen & Discuss pp. 58&59</p>	<p>(2) Pair Work p. 59</p>	<p>(3) Grammar (part 1) p. 60</p>	<p>(3) Grammar (part2) p. 61</p>	<p>(4& 5& 6 & 7) Language in context & Listening & Pronunciation &About you p. 62</p>	<p>(8) Conversation p. 63</p>	<p>(9) Reading pp. 64&65</p>	<p>(10& 11) Project & Writing pp. 65&66</p>	<p>(12) Form , meaning and function p. 67</p>
<p>Learning Objectives: <u>Know:</u> 1- Recognize what quality of life means. 2- Introduce vocabulary about features of a community. 3- Define the similarities and differences from our country. <u>Do:</u> 1- Talk about quality of life. 2- Describe features of places. 3- Guess the name of the city through reading the text.</p>	<p>Learning Objectives: <u>Know:</u> 1- Check understanding of the new vocabulary about features of a community. 2- Underline the comparative and superlative forms. 3- Notice the form of the comparative and superlative. <u>Do:</u> 1- Answer true or false about the text. 2- Compare answers with partner. 3- Ask and answer about places they know.</p>	<p>Learning Objectives: <u>Know:</u> 1- Recognize the comparative and superlative forms of adjectives. 2- Underline the form of comparisons with as ... as. 3- Define the form of Indirect questions. <u>Do:</u> 1- Complete the sentences using the correct form of adjectives. 2- Practice comparisons with as ... as. 3- Apply knowledge on comparative and superlative forms of adjectives.</p>	<p>Learning Objectives: <u>Know:</u> 1- Write sentences with as ... as. 2- Check Ss' understanding of indirect questions. 3- Develop awareness of the form of sentences with as ... as. <u>Do:</u> 1- Make indirect questions. 2- Complete the conversation using comparatives and superlatives. 3- Practice the conversation with a partner.</p>	<p>Learning Objectives: <u>Know:</u> 1- Listen for specific details in a news story about garbage and recycling. 2- Make comparisons. 3- Express themselves and share ideas. <u>Do:</u> 1- Practice the intonation of direct and indirect questions. 2- Answer questions About You. 3- Work in cooperative teams.</p>	<p>Learning Objectives: <u>Know:</u> 1- Introduce vocabulary about urban living. 2- Listen to a conversation for specific details. 3- Recognize the Real Talk words and expressions. <u>Do:</u> 1- Practice a conversation in pairs. 2- Answer questions about the conversation. 3- Chose a new ending for a conversation.</p>	<p>Learning Objectives: <u>Know:</u> 1- Read about "The Bride of the Red Sea". 2- Introduce vocabulary about transportation words. 3- Recognize the meaning of the new vocabulary. <u>Do:</u> 1- Make comparisons. 2- Describe features of places. 3- Discuss what city they would like to live in.</p>	<p>Learning Objectives: <u>Know:</u> Discuss what city would they like to live in? Why? 2- Share ideas with the class. 3- Define the aspects of a good city. 4- Recognize new vocabulary. 5. Read the paragraph 6.Make comparisons. <u>Do:</u> 1- Ask and answer questions of the exercises. 2- Work in groups to select a town or a city and present its features in front of the class. 3- Discuss and answer questions 4. Answer exercises.</p>	<p>Learning Objectives: <u>Know:</u> -recognize new vocabulary. - Recognize using a/an. Use 'the' with objectives that are one. <u>Do:</u> -Use 'the' with superlatives. - Distinguish among a/an/ the.- correctly answer exercises.</p>

Assessment : work in pairs to make a list of questions they would ask someone from Jeddah. I'll have pairs tell the class their questions.

(1) pp. 58&59	(2) p. 59	(3) p. 60	(3) p. 61	(4& 5 & 6 & 7) p. 62	(8) p. 63	(9) pp. 64&65	(10& 11) pp. 65&66	(12) p. 67
Assessing Progress (AFL) How fast do you think the train goes in A.	Assessing Progress (AFL) Rank the items and compare	Assessing Progress (AFL) What word do we use before superlative adjectives?	Assessing Progress (AFL) Write sentences with as ... as in EX.B.	Assessing Progress (AFL) Answer true or false in EX.5.	Assessing Progress (AFL) Talk with your partner about your	Assessing Progress (AFL) What city would you like to live in? Why?	Assessing Progress (AFL) What are the assets of Saudi Arabia and what they think these can achieve in the future?	Assessing Progress (AFL) Loch Ness ismost famous lake in Scotland. (a/an/the)
Activity Key Learning point.. p. 58 Ex. 1 How (strategies) Instructional Tips T/S Led ?S Key words : Parks Narrow Surveys Worst traffic	Activity Key Learning point.. p. 59Ex. C How (strategies) Active learning T/S Led?S Key words : Expensive faster than sound	Activity Key Learning point.. p. 60Ex. A How (strategies) Limit expectations for drills T/S Led ? S Key words : Suburbs Subway cost of living public transportation	Activity Key Learning point.. p. 61 Ex. B How (strategies) Writing sentences T/S Led ?S Key words : center of town gas station highway crowded	Activity Key Learning point.. p. 62 Ex. 7 How (strategies) Group activities/ Discussion T/S Led?S Key words : Single person Furnished Available	Activity Key Learning point.. p. 63 Ex. 8 How (strategies) Numbered heads together T/S Led?S Key words : Renovate Neighbors move	Activity Key Learning point.. p. 65 Discussion How (strategies) Group discussion T/S Led?S Key words : Park Popular scuba divers skyscraper	Activity/Key Learning point.. p. 66 Ex. 11 How (strategies) Discussion T/S Led ? S Key Vocabulary : Natural resources/ Valuable/ Blessed/ Provide/ Renew/ Entertainment / Commitment / Recreation/ Culture/ tourism/ Trade	Activity Key Learning point.. Ex. A p.67 How (strategies) Modeling T/S Led ?S Key words : Building Script Ancient Wonders Vacation
Differentiation : E= p. 58Ex. 1	Differentiation : M= p. 59 ...EX.B	Differentiation : W= p. 60 Ex. A	Differentiation : E= p. 6 Ex. C	Differentiation : W= p. 62Ex. 4	Differentiation : M= p. 63 Ex. 8	Differentiation : W= p. 65 Discussion	Differentiation : E= p. 66 Ex. 11	Differentiation : M= Ex. B p.67.
Key words : Parks Narrow Surveys Worst traffic Expensive faster than sound cost of living	Next Learning Step : Expansion (4-6) p. 68	Final Learning Check (closure) discuss what Jeddah is famous for and to describe the city.	Homework why is 'the' used with United Kingdom and not with Britain or Scotland?	Reflection : (1) Instructional Tips, Flexible Fridays, Engagement and Discussion are used. The objectives are achieved. (2) Vocabulary self-selection, Active learning, Brainstorming, Group activities and Group discussion are used. The objectives are achieved. (3 part 1) Apply higher order thinking skills, Provide plentiful, appropriate language input, Limit expectations for drills and Error correction are used. The objectives are achieved.(3 part 2) Writing sentences, Think-Pair-Share, Skimming and Cooperative groups in class are used. The objectives are achieved. (4& 5& 6 & 7) Generating questions, Guessing from context, Group activities/ Discussion and Think-Pair-Share are used. The objectives are achieved.(8) Multiple listening opportunities, Numbered heads together, Share-Pair, Role-play and Cooperative pairs are used. The objectives are achieved.(9) Finding the main idea and the supporting details, Previewing/ Guessing from context, Group discussion, Discussion and Cooperative groups in class are used. The objectives are achieved. (10 & 11) Write-Pair-Share, Writing assignments, Jigsaw Group Projects and Focused listing are used. The objectives are achieved.(12) A dictogloss, modelling, a jigsaw story are used. The time was enough and objectives were covered.				