

Date	/ /
Period	
Class	

Sec.3

Mr.

Mhmoud

Unit 2
Abdel-Tawab Youssef: <i>My Father, An Egyptian Teacher</i>
Lesson 1 Listening

SB P. 6

WB P. 5

Performance indicators:

Listening for specific information; listening for detail

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 text.

Warm-up:

Time (.....) Minutes

Asking the students to think about the job of a teacher and how their teachers have helped them in the past.

Presentation:

Time (.....) Minutes

Vocabulary:

association – ministry - political - science - confused – cultural – lectured

Structures:

- I have just finished one of his books

- She has written a book about why the writer became so successful.

Practice: S. B. EX.

Time (.....) Minutes

1: Discuss these questions in pairs.

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

Association an organisation for people with the same interests, or who do the same kind of work

Cultural relating to art, music, literature etc.

ministry a government department

political science the study of the ideas and activities that are concerned with how a country is governed

3: Listen to a talk about the writer Abdel-Tawab Youssef. What happened on these dates?

4: Guess the meaning of the red words from the listening text.

5: Listen again and choose the correct answers.

b political science c Education d to school e culture f radio g in many countries

6: FOCUS ON SAYING YEARS

Consolidation: W. B. EX.

Time (.....) Minutes

1: Complete these sentences using the first letter of the missing words.

b ministry c importance d cultural e influenced f lectures

2: The noun form of some adjectives ends in -nce. Use your dictionary to complete the table.

Adjective influential important confident different intelligent

Noun influence importance confidence difference intelligence

3: Complete the sentences with the correct form of the words from Exercise 2.

b confidence d difference c important e intelligence

4: Write these years in words, then say them aloud to your partner.

b two thousand and seven c eighteen ninety-eight d twelve sixty-six

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

1 – A ----- is a set of familiar things that you keep together

a – collection

b – correction

c – connection

d – corruption

Comments of supervision

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Unit 2	
Abdel-Tawab Youssef: <i>My Father, An Egyptian Teacher</i>	
Lesson 2	Language Focus

SB P. 7

WB P. 6

Performance indicators:

- Using Present 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 ask a few students to say the years to the class.

Warm-up:

Time (.....) Minutes

- I tell the students to look at the sentences 1-5.

Presentation:

Time (.....) Minutes

Structures:

- We use the present perfect to talk about past actions that affect or explain the present: *Ahmed **has hurt** his leg, so he can't play football today.*
- We often use the present perfect to talk about an action that started in the past and continues until the present, often with *for* (a time period) or *since* (a date or a starting point in the past): *Mona **has studied** English **for** ten years. We **have been** at this school **since** 2012.*
- We also use the present perfect to talk about past experiences or events (without saying when), often with *ever* or *never*: *I **have never eaten** Chinese food. **Have** you **ever ridden** a camel?*
- We also use the present perfect to talk about very recent events (often with *just*): *Leila isn't here. She's **just gone** out.*
- We also use the present perfect to talk about events that have not happened up to now (often with *yet*): *I **haven't received** a reply to my email **yet**.*

Practice: S. B. EX.

Time (.....) Minutes

1: Underline the present perfect verbs in these sentences from the listening text.

2: Choose the correct verbs to complete these sentences.

b ever c have lost d has had e left f never g has lived h gone

3: Complete this conversation with the simple past or present perfect form of the verbs in brackets.

b have just finished c have not finished d started e have been f began g have asked h have you agreed

4: Find and correct the mistakes in the following sentences.

b I **haven't met** my pen friend yet. c I haven't finished my work yet. d We haven't travelled by train **for** years.

Consolidation: W. B. EX.

Time (.....) Minutes

1: Find and correct the mistakes in the sentences.

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

2: Complete the sentences with the correct form of the verb in brackets.

b has written c has won d started e was f wanted g has also written h has been made

3: Write sentences using the present perfect and *because*. B Basel is not hungry because he has eaten a big lunch. c We can't go home by bus because the last bus has just left. d Hamid's hair is wet because he has (just) had a shower. e Radwa doesn't know what flying is like because she has never flown.

4: Answer the questions about yourself.

Home assignment:

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

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Lesson 3 Reading

SB P. 8

WB P. _

Performance indicators:

- *Reading for gist; 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 their dictionaries.

Presentation:

Vocabulary:

Time (.....) Minutes

discipline - layer (n) - responsible - semicircle - serious - silence - spoil - strict

Structures:

- *I've always prepared my lessons well," said the teacher.*

Practice: S. B. EX.

Time (.....) Minutes

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

2: Discuss these questions in pairs.

3: Read this part of Abdel-Tawab Youssef's book, *My Father, An Egyptian Teacher*. In what ways is a teacher like the layers of the earth?

4: Guess the meaning of the red words from the reading text. *Fatherly* typical of a kind or concerned father *plan* think about something you want to do, and how you will do it

5: Now answer these questions. B He gives himself goals and plans how to achieve them. He plans an introduction and then uses steps. c Because he wants them to communicate and to take part in conversations. d The head teacher warns him not to spoil his students. e If there is a discussion, he wants them to sit in a circle or semicircle. f Because he is helping to build it.

Consolidation:

Time (.....) Minutes

<i>discipline</i>	to teach someone to obey rules and control their own behavior
<i>honour</i>	something that makes you feel proud and happy
<i>layer</i>	one of several levels of different materials that are on top of each other
<i>responsible</i>	sensible and able to be trusted
<i>semicircle</i>	a group arranged in a curved line
<i>serious</i>	quiet and sensible
<i>silence</i>	make someone stop giving their opinions
<i>spoil</i>	let a child have or do whatever they want, with the result that they behave badly
<i>strict</i>	making sure that people always obey rules

Home assignment:

Ss are asked to answer SB. EX. 5 at home.

Write a short paragraph about **teacher**.

Comments of supervision

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Lesson 4 Critical thinking

SB P. 9

WB P. 7

Performance indicators:

- *Understanding the importance of teaching.*

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, a short paragraph about teacher*

Warm-up:

Time (.....) Minutes

- I ask the students to read the quotation.

Presentation:

Time (.....) Minutes

Vocabulary:

ache - break - chat - demand - face

Structures:

The verb and noun forms of many words are the same: I plan an introduction and then use steps. He made a plan for the lesson.

Practice: S. B. EX.

Time (.....) Minutes

1: Read this quotation from *My Father, An Egyptian Teacher* and answer the questions.

2: Discuss these questions in pairs.

3: FOCUS ON VERBS AND NOUNS. The ache in my legs is getting better since I have rested. / I ran ten kilometres and now my legs ache! We have a break after this English lesson. / To make this cake, you must break two eggs into the bowl. Call me on the phone and we can have a chat. / The two friends hadn't seen each other for a long time and chatted for hours. There is a big demand for that new sports car. / The teacher demanded that they stopped talking. The baby has a beautiful face./ I cannot face walking home in this hot weather.

Consolidation: W. B. EX.

Time (.....) Minutes

1: Answer the questions with these words.

b silence c discipline d spoil e fatherly f layer g responsible h serious i strict

2: What do you think a good teacher should be like? What is the most important quality?

What is the least important quality? Write two or three sentences saying why.

3: Now write a list of the qualities that you would need to do the following jobs.

4: Complete these sentences with the correct form of these words.

b chat c break d faced e demanded f plan

Home assignment: Translation

A) Translate into Arabic:

Yehia Haqqi is regarded as the father of the modern short story and novel in Egypt. He was one of the pioneers of modern literature because he developed a new style of writing.

B) Translate into English:

1 - تولك مصر العديد من الرواد في النذب العربي مثل يحي حقي، طه حسين وكذلك نجيب محفوظ.

2 - فاز نجيب محفوظ بجائزة نوبل في النذب.

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Unit 2
Abdel-Tawab Youssef: <i>My Father, An Egyptian Teacher</i>
Lesson 5 Communication

SB P. 10

WB P. 8

Performance indicators:

- *Asking for and giving advice.*
- *Writing An email giving advice.*

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 that the words can be verbs or nouns.*

Warm-up:

Time (.....) Minutes

- I ask the students to read the speech bubble.

Presentation:

Vocabulary:

Time (.....) Minutes

journalist– sailor– lawyer– politician – diplomat – editor – experiences

Structures:

Expressing opinions

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

Practice: S. B. EX.

Time (.....) Minutes

1: When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.

Hamid: When I finish school, I'd like to do something to help other people. What advice can you give me?

Speaker 1: I think you should help some of the many people who can't read.

Speaker 2: If I were you, I'd work/or a children's charity for a year.

Speaker 3: Why don't you work/or an Egyptian Tourist Office in another country?

Speaker 4: You could organise sports activities for children in their school holidays.

Speaker 5: I think it'd be a good idea tot rain to be a doctor. That's the best way to help other people.

2: Listen again and tick the phrases the speakers use to give advice I think you should . . . Why don't you ... ? If I were you, I'd ... I think it'd be a good idea to ... You could

3: Work in groups of five and do the following.

4: Research the following about jobs

Consolidation: W. B. EX.

Time (.....) Minutes

1: Finish the following dialogue.

b You can go there by bus. c What advice can you give me?

2: Read part of an email that you have received from an English friend who wants your advice.

3: Plan a reply to this email giving your friend advice about where to look for information.

Make notes under these headings.

4: Write your email reply in 125–150 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

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