

مخطط العمل  
اللغة العربية لغير الناطقين بها  
المرحلة الثانوية



**Schemes of work**  
**Arabic acquisition**  
**Secondary**  
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## Secondary SOW beginners

Module 1			
Topic	Content	Activities	Cultural capital
<b>Unit 1</b> <b>Greetings and introductions</b>  <b>Lesson Objective - To be able to greet someone and introduce yourself. Using I and you.</b>	Meeting new people I/he/she pronoun the Using Asking their name, saying your name Asking how they are, saying how you are	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> - Complete speech bubbles for pictures of couples with the given answers in Arabic. Read a text and answer comprehension questions.</li> <li>✓ <b>Writing</b> - Write a conversation between two celebrities. Write an email/text message to a new friend.</li> <li>✓ <b>Listening</b> - Listen to people introducing themselves, write the name of the person, their city, and where they are from. Listen to students spelling their names, note them down in Arabic and English.</li> <li>✓ <b>Speaking</b> - In pairs greet each other, ask your partner their name and how they are, answer the questions. Role play: Meeting a new friend while on holiday in the Arab World.</li> </ul>	Greetings in the Arab world Differences/similarities
<b>Unit 2</b> <b>?How old are you</b>  <b>Lesson Objective - To be able to say how old you are. Using I, he, she, and the possessive</b>	Counting to 100 answering ques Age? Asking andions about age Using the pronouns I/he/she <i>My/His/Her</i> possessive the Using	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> - Find the pairs - numbers and their spellings. Look at a sheet with people saying how old they are and complete the table with their name and age.</li> <li>✓ <b>Writing</b> - Write an email introducing yourself and saying how old you are to a student in a sister school, ask them their name and age. Crossword - write the correct number ( in words) in the crossword, clues are given as numbers.</li> <li>✓ <b>Listening</b> - Listen to students saying how old they are, match the names with the ages supplied. Listen to the people saying how old they are and put the arrange the list you have into age order.</li> <li>✓ <b>Speaking</b> - In pairs, choose a student from the reading sheet and introduce yourself, spell your name and say how old you are. Pretend you are drawing a raffle pick out the numbers and announce them (1 -100)</li> </ul>	Key personalities in the Arab World introducing themselves and given their age, their cities and countries. Zidane, Piness Khadija of Morocco, Sheikh Muhammad Bin Rashid Al Maktoum, Shakira, Fairouz etc...
<b>Unit 3</b> <b>Happy birthday</b>	Months of the year Days of the week	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> - Match the descriptions given (age and birthday) to the dates given (as numbers).</li> </ul>	How birthdays are celebrated in the Arab

<p><b>Lesson Objective – Saying when your birthday is. Giving the date.</b></p>	<p>Saying when your birthday is ng the date I/he/she sproun the Using <i>My/His/Her</i> possessive the Using</p>	<p>Put the days and months in the correct order.</p> <ul style="list-style-type: none"> <li>✓ <b>Writing</b> – Write 4 important dates to you with a small drawing for each. One your birthday, the other three birthdays of different members of your family. Make sentences using the first and third person.</li> <li>✓ <b>Listening</b> – Listen to conversations about birthdays and identify the dates, months and age; write them in Arabic. Listen to people talking about their birthdays and answer the questions with true or false.</li> <li>✓ <b>Speaking</b> – Say how old you are and when your birthday is, including the day of the week, the month and the year. Interview 4 people and complete the table with their answers.</li> </ul>	<p>world.</p>
<p><b>Unit 4</b> <b>Talking about the classroom</b></p> <p><b>Lesson Objective – Talking about the classroom. Using the definite article.</b></p>	<p>Classroom objects 'Using the definite article 'al Classroom instructions – open, close, look, listen, use, work, sit, stand, speak</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the pictures with the correct words. Look at a classroom scene and answer the questions with true or false.</li> <li>✓ <b>Writing</b> – Write the arabic for the pictures shown. Write a sentence about the person's possession (eg, It's Rashid's pen, etc).</li> <li>✓ <b>Listening</b> – Listen to classroom instructions and write the English equivalent. Listen to Salma talking about her school bag and put the diagrams in the order she talks about them.</li> <li>✓ <b>Speaking</b> – Say what is in your pencil case/classroom/on your desk. In pairs, respond to the instructions given by your partner (supplied on a sheet).</li> </ul>	<p>Schools in the Arab world Classroom equipment. School age etc...</p>
<p><b>Unit 5</b> <b>Colours</b></p> <p><b>Lesson Objective – Saying what colours things are. Making adjectives agree with nouns.</b></p>	<p>Saying what colour things are Making colours and adjectives agree with nouns <i>this is</i> Using <i>My/His/Her</i> possessive the Using</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – True or false – do the pictures and descriptions match. Colour the pictures in according to their description.</li> <li>✓ <b>Writing</b> – Put the words in the correct order – 4 descriptions given with the words in the wrong order. From 10 sentences given choose the correct adjective agreement – two options given with each sentence.</li> <li>✓ <b>Listening</b> – Listen to Arab students talking about their countries flag and list their name, country and the colours they mention.</li> </ul>	<p>Colours of flags in the Arab world Important colours</p>

		<p>Listen to the colours and write them in English/Arabic.</p> <p>✓ <b>Speaking</b> – In pairs each say what colour an object is from a given sheet of diagrams, use a dictionary if necessary.</p> <p>Describe the contents of your pencil case – using a colour for each object.</p>	
<b>test module End of</b> Revision summative assessment End of module			
<b>Module 2</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<p><b>Unit6</b> <b>Family</b></p> <p><b>Lesson Objective – Talking about your family.</b></p>	<p>Talking about your family Immediate family Extended family Using the pronouns I/he/she Using my/your</p>	<p>✓ <b>Reading</b> – Read sentences in speech bubbles from students talking about their family – answer the questions, true or false. Match sentences with pictures.</p> <p>✓ <b>Writing</b> – Write a sentence for each picture. Write 5 sentences about your family.</p> <p>✓ <b>Listening</b> – Listen to students describing their families, identify each student on a sheet showing them and the dialogue. Listen to students describing their family and complete the grid.</p> <p>✓ <b>Speaking</b> – In a group each ask a question to the person sat to your left – all the questions need to be different. In pairs choose a person from a sheet and answer a question from your partner to help them to identify who you are.</p>	<p>Family relationships in the Arab world Family size</p>
<p><b>Unit7</b> <b>Describing yourself and others</b></p> <p><b>Lesson Objective – Describe yourself and others. Understanding singular adjective agreements.</b></p>	<p>Understand using adjectives with ding agreements Adjectives with opinions and reasons Fairly/very Tall/small/average, etc Chatty/shy/nice/active/funny, etc</p>	<p>✓ <b>Reading</b> – Match the images with the sentences. Write the English equivalent to descriptive words given in Arabic, use a dictionary if needed.</p> <p>✓ <b>Writing</b> – Write a sentence describing the pictures given, use a dictionary if needed. Write an email (2 or 3 sentences) introducing and describing yourself to a student in a sister school.</p> <p>✓ <b>Listening</b> – Match the students talking to the pictures (with the dialogue) provided. Listen to students describing themselves and write down three adjectives for each student.</p>	<p>Arab school children Compare and contrast</p>

		<ul style="list-style-type: none"> <li>✓ <b>Speaking</b> – In pairs take it in turns to say one sentence about each character on a sheet. In a group ask the person to your left if they are tall or small.</li> </ul>	
<b>Unit8</b> <b>Self portrait</b>  <b>Lesson Objective – Talking about hair and eyes.</b>	Talk about hair and eyes Lengths, type, colours Using the pronouns I/he/she Understand adjectives with 'ing' and using agreements	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Pictures and text – answer questions, true or false. Color in the people according to their description – eye and hair colour, and length.</li> <li>✓ <b>Writing</b> – Describe 4 people you know, one sentence for each person. Write an email (3 sentences) introducing and describing yourself to a student in a sister school.</li> <li>✓ <b>Listening</b> – Listen to people and match them with their pictures (dialogue included).</li> <li>✓ <b>Speaking</b> – In a group ask the person to your left a question about their eyes of hair. In pairs, from a picture of 6 students take it in turns to describe one and guess which one it is, describe at least 2 each.</li> </ul>	Arab school children Compare and contrast
<b>Unit9</b> <b>Pets</b>  <b>Lesson Objective – Talking about your pets.</b>	Talking about your pets he/she using the pronouns Us/hi Understanding and using adjectives with agreements	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the phrase with the pictures. Word search.</li> <li>✓ <b>Writing</b> – Label the pictures of animals. From a picture of 3 students write 3 sentences describing each one.</li> <li>✓ <b>Listening</b> – Listen to a list of animals put the correct number next to their picture on a sheet. Listen to students talking about pets, match the students with their pets on the sheet provided.</li> <li>✓ <b>Speaking</b> – In pairs introduce your family including pets, also if you don't have certain family members, ie. brothers/sisters (3 sentences). Interview your partner for the school radio - name, age, birthday, family members, favorite colour, pets.</li> </ul>	Pets in the Arab world Compare and contrast
<b>Unit 10</b> <b>Family in the Arab World</b>  <b>Lesson Objective – Talking about families in the Arab World.</b>	Customs and traditions Case study: Lebanon vs Saudi Arabia	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the pictures to the written descriptions. Read the email and answer the questions with true or false.</li> <li>✓ <b>Writing</b> – Email your penfriend describing your family and asking about their family. Write an article for your school magazine about your penfriend and their family in the Arab world.</li> <li>✓ <b>Listening</b> – Listen to family descriptions and</li> </ul>	Compare and contrast with their own families

		<p>complete the grid. Listen to students talking about their families and answer the questions in English.</p> <p>✓ <b>Speaking</b> – Role play in pairs, choose a country and describe a family, answering the questions asked by your partner. Role play; as an Arab student answer questions from your partner so they can complete a questionnaire, then change roles.</p>	
<b>test module End of</b> Revision summative assessment module End of			
<b>Module 3</b>			
Topic	Content	Activities	Cultural capital
<p><b>Unit 11</b> <b>My house</b></p> <p><b>Lesson Objective – Describing your home.</b></p>	<p>Talking about your home – house, apartment, farm, town, countryside, etc Describing your home – rooms, floors, garden, garage, etc 'Using verbs 'Aeshu' 'Askunu' 'Uqeemu Understanding and using adjectives with agreements Using opinions and reason</p>	<p>✓ <b>Reading</b> – Copy and complete the description of Rashid's home – fill in the blanks with the words provided, use a dictionary if needed. Match two statements to a choice of three pictures.</p> <p>✓ <b>Writing</b> – Draw your home and label it. Write a description of your home for an estate agent advert.</p> <p>✓ <b>Listening</b> – Who lives in which home, match the people with their homes. Listen to Yasmin describing her home and put the pictures in the order she mentions them.</p> <p>✓ <b>Speaking</b> – In pairs, each choose a home from the sheet and describe it, your partner guessing which house it is. In pairs ask each other about your homes, the questions are supplied.</p>	<p>Homes in the Arab world Differences/similarities</p>
<p><b>Unit 12</b> <b>My room</b></p> <p><b>Lesson Objective –</b></p>	<p>Talk about your room Describing your room Understanding and using adjectives with agreements – colour, size Use prepositions - in, on, under, on top of, behind, in front of, next to Using opinions and reasons</p>	<p>✓ <b>Reading</b> – Wordsearch. Answer true or false to questions about a picture.</p> <p>✓ <b>Writing</b> – Replace the images in a text with the correct word, use a dictionary if necessary. Describe your room, 4 or 5 sentences</p> <p>✓ <b>Listening</b> – Listen to Yassine describing his room, list the objects (from a given list) in the order he says them. Listen to Yassine describing where things are in his room, choose the correct phrase for each object.</p>	<p>Bedrooms in the Arab world</p>



		<ul style="list-style-type: none"> <li>✓ <b>Speaking</b> – In pairs, from the pictures provided describe where the toy/teddy bear is in the room. In pairs answer questions about your rooms from the questions given.</li> </ul>	
<b>Unit 13</b> <b>My area</b>  <b>Lesson Objective – Talking about where people live.</b>	Talk about your area City, village, countryside, coast etc Understanding and using adjectives with agreements Using opinions and reasons	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a list of people describing where they live, and choose the correct ending (correct and incorrect endings provided) for 8 given sentences. Match the person with the correct description of where they live.</li> <li>✓ <b>Writing</b> – Using a table of information write where the 6 people live – home and place. Copy and complete the text – the missing words are supplied, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to 4 people describing where they live and match the audio with a list of names. Listen to 4 people describing where they live, fill in the grid with the information needed.</li> <li>✓ <b>Speaking</b> – Interview your partner and fill in a questionnaire about their answers about home and area. In pairs take it in turns to describe where people live from a sheet given</li> </ul>	Capital cities in the Arab world The old medina versus modern city Contry life and city life in the Arab world
<b>Unit 14</b> <b>The evening</b>  <b>Lesson Objective – Talking about what you do in the evening.</b>	Talking about you do in the evening Days of the week Play, eat, watch, read, listen, telephone, help with dinner, etc he/she/I Using the pronouns Using opinions and reasons	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Two people describe what they do and don't do on an evening, from 10 sentences say which person each sentence agrees with. Read what 3 people do and on which evening and answer true or false to given statements.</li> <li>✓ <b>Writing</b> – Fill in a crossword, the clues are pictures to be translates into Arabic, use a dictionary if needed. Complete the sentences – they are missing the verbs, a list of verbs in their infinitive form is given.</li> <li>✓ <b>Listening</b> – Who's speaking, match the person with the activity. Listen to people saying what they like and don't like doing – fill in the grid showing their likes and dislikes</li> <li>✓ <b>Speaking</b> – In pairs talk about the family's week from the information provided. In pairs look at the pictures and talk about the activity and when, and the opinion.</li> </ul>	Compare evening activities of Arab children after school

<b>Unit 15</b> <b>What time is it?</b>  <b>Lesson Objective – Telling the time.</b>	Telling the time '...At' 'Using the structure 'The time is In the morning, in the evening, quarter past, quarter to, half past	✓ <b>Reading</b> – Draw the right times on the clocks. Read a text and fill in the missing words in 3 statements about the text. ✓ <b>Writing</b> – Write the time shown on the clocks, saying whether it is morning or evening. Write down the time and the activities shown in the diagrams. ✓ <b>Listening</b> – Listen to the times and choose the correct clock diagram. Complete the grid with the times by listening to people saying what time they are doing something ✓ <b>Speaking</b> – In pairs, from a diagram of clocks, ask and answer what time it is, taking it in turns. In pairs, identify the correct time (from a sheet of options) after your partner has said it, take it in turns.	School times in the Arab world – start, finish, lunch
<b>test module End of</b> Revision summative assessment module End of			
<b>Module 4</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 16</b> <b>In the city centre</b>  <b>Lesson Objective – Talking about  places in town. Asking questions.</b>	Talking about your city centre Describing your city centre Asking about places in town ?...is there questions the Asking	✓ <b>Reading</b> – Match the pictures with the names. Match the phrase with the correct diagram. ✓ <b>Writing</b> – Copy and complete the text, missing words provided, use a dictionary if needed. Write 3 sentences about what is in your town/city. ✓ <b>Listening</b> – Listen to Ahmed describing his town, put the pictures in the order you hear them. Listen to the conversations and note down yes or no for the place mentioned. ✓ <b>Speaking</b> – In pairs each choose four places from a list of 10, ask each other questions to find out which you have each chosen. In pairs each say a place in your town/city, at least 4 each.	Compare Arab capital cities and the places in them
<b>1 Unit7</b> <b>Directions</b>  <b>Lesson Objective – Asking for  directions.</b>	Asking for directions Left, right, straight ahead First, second, third, etc Giving directions	✓ <b>Reading</b> – Read a description of a town and and answer the questions (in English), in English. Read the directions and say whether they are correct according to the street plan given. ✓ <b>Writing</b> – Using a street plan write the directions to	Maps of Arab cities Finding your way around Arab capital cities



		<p>the questions given. Complete the conversations using the street plan provided.</p> <ul style="list-style-type: none"> <li>✓ <b>Listening</b> – Listen to the conversations and identify what they are looking for. Listen to directions being given and note down whether it is right, left or straight on.</li> <li>✓ <b>Speaking</b> – In pairs ask where a certain place is and your partner gives directions, from a street plan. In pairs each give directions and your partner needs to work out where you are going on a street plan.</li> </ul>	
<p><b>Unit 18</b> <b>?Where are you? Where are you going</b></p> <p><b>Lesson Objective – Talking about where you are and where you are going.</b></p>	<p>Places 'Using the preposition 'to' 'Using 'go to' 'going to' Using the pronouns I/he/she</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the 6 text messages and answer the following questions. Match the sentence beginnings and endings.</li> <li>✓ <b>Writing</b> – from Layla's diary right down 4 sentences about her week. Which bus? Write a sentence about where each bus is going.</li> <li>✓ <b>Listening</b> – Listen to phone conversations and say where they are. Listen to conversations and complete the grid about where they are and where they are going and when.</li> <li>✓ <b>Speaking</b> – In pairs take it in turns asking where you are and answering where you are. In pairs each choose two places and take it in turns asking where your partner is going until you find the chosen place.</li> </ul>	<p>Famous landmarks in the Arab world Arab travel agency</p>
<p><b>Unit19</b> <b>Opinions</b></p> <p><b>Lesson Objective – Expressing opinions.</b></p>	<p>Expressing opinions with reasons Using generic language Using the pronouns I/he/she Understanding and using adjectives with agreements</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the dialogues and match them with the place and opinion (diagrams). Read the conversations and identify the Arabic words for the English given.</li> <li>✓ <b>Writing</b> – Write a sentence for each activity and your opinion, including day and time of day, from the supplied list. Write a postcard saying where you are and what you are doing, giving opinions. <b>Listening</b> – Listen to students saying where they are going and what they think of it, complete the grid. Listen to 3 conversations and summarize in English.</li> <li>✓ <b>Speaking</b> – In pairs ask where your partner is going and your partner answers, also giving an opinion.</li> </ul>	<p>Famous places in the Arab world, say where you would like to visit and why.</p>

		In a small group each say where you are going at the weekend and your opinion.	
<b>Unit 20</b> <b>At the cafe</b>  <b>Lesson Objective – Ordering drinks and snacks. Practising numbers</b>	Different drinks Different snacks Ordering Practising numbers Expressing opinions and reasons 'Using the structures 'I would like' 'I want' ?...Asking the question 'Do you have	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text about visiting the cafe and answer the questions with true or false. Read a menu and answer the questions in English.</li> <li>✓ <b>Writing</b> – Write a description of the meals and drinks from the pictures. Write what you would order for you and a family member from a menu, giving opinions and reasons.</li> <li>✓ <b>Listening</b> – Listen to the prices and identify the food and the correct price on a sheet. Listen to people ordering drinks and how many and complete the grid.</li> <li>✓ <b>Speaking</b> – In pairs take it in turns to ask/saying how much something is from a menu. In pairs ask for the drinks and the number required from the sheet given.</li> </ul>	Cafe culture in the Arab world Different drinks and snacks that are available
<b>test module End of</b> Revision summative assessment module End of			
<b>Module 5</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 21</b> <b>In the morning</b>  <b>Lesson Objective – Talking about what you do in the morning.</b>	Talking about you do in the morning Talking about your morning habits Using verbs Using the pronouns I/He/She Using the time and reasons Expressing opinions	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and answer the questions. Read a text and complete the grid.</li> <li>✓ <b>Writing</b> – Copy and complete the sentences, use a dictionary if needed. Use the images to write a paragraph about your morning routine.</li> <li>✓ <b>Listening</b> – Listen to students describing their mornings, identify the correct diagram/phrase for each. Listen to Malik talking about his routine and answer the questions.</li> <li>✓ <b>Speaking</b> – In pairs talk from a script but fill in the missing words. In pairs ask questions in order to complete a questionnaire about what they did by filling in the times.</li> </ul>	Morning routine before school in the Arab world
<b>Unit 22</b> <b>My School subjects</b>	School subjects 'Using verbs 'I study' 'I learn' 'I do	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read an email from Khadija and complete the following phrases, two opinions given</li> </ul>	Subjects learnt in the Arab world – are there any

<p><b>Lesson Objective – Talking about school subjects.</b></p>	<p>e pronouns I/He/SheUsing th Using the time Expressing opinions – love, like, dislike, hate</p>	<p>for each phrase. Read a text about a survey carried out about school lessons and complete the grid with the required information.</p> <ul style="list-style-type: none"> <li>✓ <b>Writing</b> – Write sentences for the diagrams shown (lesson and opinion) Write an email to a penfriend, saying what you study and when , and your opinions.</li> <li>✓ <b>Listening</b> – Listen to students and note their opinion of the sujet in the sheet given. Listen to students talking about lessons, when they have them and what their opinion.</li> <li>✓ <b>Speaking</b> – In a small group ask peoples opinions of certain lessons, make their answers on a table. In pairs find out which lessons you both love, like, dislike and hate.</li> </ul>	<p>differences.</p>
<p><b>Unit 23</b> <b>Why?</b></p> <p><b>Lesson Objective – Giving opinions and reasons. Using intensifiers and connectives.</b></p>	<p>Giving opinions and reasons tivesUsing intensifiers and connec Using adjectives with agreements Using generic language Using the pronouns I/He/She</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the email and then identify the wrong word in the following statements, correct the word. Read the phrases and translate into English.</li> <li>✓ <b>Writing</b> – Write your opinion about 6 lessons, giving reasons. Write an email to your pen friend, giving details, opinions and reasons.</li> <li>✓ <b>Listening</b> – Listen to students talking about lessons, match the names with the opinions and reasons. Listen to Adil describing his lessons and complete the following statements.</li> <li>✓ <b>Speaking</b> – In pairs ask each other your opinions on specific lessons, and then why. In a small group each talk about two lessons and the rest of the group can summerize in English.</li> </ul>	<p>Choose a subject they study in the Arab world and give you opinion on it, with reasons</p>
<p><b>Unit 24</b> <b>My time table</b></p> <p><b>Lesson Objective – Talking about your timetable. Understanding and composing a longer text.</b></p>	<p>Talking about your time table Giving opinions and reasons nnectivesUsing intensifiers and co Using adjectives with agreements Using generic language Using the pronouns I/He/She</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and fill in the missing words from the given list, use a dictionary if needed. Fill in the missing lessons from the timetable using the given sentences. <b>Writing</b> – Write out your own timetable in Arabic. From a timetable write a sentence about the highlighted lessons.</li> <li>✓ <b>Listening</b> – Listen to Aisha talking about her timetable and answer the questions with true or</li> </ul>	<p>Talk about student timetables in the Arab world Compare with their own Length of lessons, break time, length of school day, etc</p>

		<p>false. Listen to students talking about their timetable and identify the student, lesson and opinion.</p> <p>✓ <b>Speaking</b> – In pairs, using the timetable to say when specific lessons are, take in turns. In pairs each answer set questions.</p>	
<p><b>Unit 25</b> <b>After School</b></p> <p><b>Lesson Objective – Talking about what you do after school.</b></p>	<p>Talk about what you do after school Go home, eat, homework, leisure activities, go to bed, etc Using time, family and places</p>	<p>✓ <b>Reading</b> – Read the sentences and translate into English. Read 3 students blogs and complete the grid with the required information.</p> <p>✓ <b>Writing</b> – Prepare a presentation, copy the text and replace the diagrams with words, use a dictionary if needed. Answer the questions in Arabic, referring to the pictures given.</p> <p>✓ <b>Listening</b> – Listen and fill in the missing words in the text. Listen to students talking and identify who is talking from the their pictures.</p> <p>✓ <b>Speaking</b> – In a small group each say something you do after school, giving details. In pairs ask each other and answer set questions.</p>	<p>What time do schools finish? After school clubs? Evenings in the Arab world Evening meal Bedtime</p>
<p><b>test module End of</b> Revision summative assessment module End of</p>			
<b>Module 6</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<p><b>Unit 26</b> <b>Sports and games</b></p> <p><b>Lesson Objective – Talking about sports and games.</b></p>	<p>Talk about sports and games When – summer, winter, Monday, etc Using verbs ‘I play’ ‘he/she plays’ Opinions – I like, I prefer, I dislike Why?</p>	<p>✓ <b>Reading</b> – Read about what 3 students do then answer the questions with true or false. Look at the table of sports/games and students with their opinions, identify which student belongs to the following statements.</p> <p>✓ <b>Writing</b> – What sport do you do? Fill in the answers using the diagrams, use a dictionary if needed. Write what sport you do, when, your opinion and why.</p> <p>✓ <b>Listening</b> – Listen to students and note down the sport and their opinion, and why. Listen to students and note the sport/game and when they do it.</p>	<p>Popular sports in the Arab world Differences and similarities Arab sporting personalities, eg. Zidane Games – cards, draughts, chess, etc</p>

		<ul style="list-style-type: none"> <li>✓ <b>Speaking</b> – Interview your class mates about their likes/dislikes, complete the chart. In pairs ask each other which sport/game they prefer and why, and which they hate and why.</li> </ul>	
<b>Unit 27</b> <b>Musical Instruments</b>  <b>Lesson Objective – Talking about musical instruments.</b>	Talk about musical instruments Singing Using verbs ‘I play’ ‘he/she plays’ Opinions – I like, I prefer, I dislike Why?	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Wordsearch, clues are diagrams. Read what 4 students play/or don’t play and their opinion, answer the questions in English.</li> <li>✓ <b>Writing</b> – Crossword, clues are diagrams. Write a paragraph about yourself and your families interest in music, giving opinions.</li> <li>✓ <b>Listening</b> – Listen to students and identify the instrument and their opinion. Listen to 5 students talking about what they play, when, their opinion and what they don’t like playing, complete the grid.</li> <li>✓ <b>Speaking</b> – In pairs ask each other if you play an instrument, use the diagrams as your answers. In pairs say who the famous people are and what instruments they play, or do they sing, sheet with information given.</li> </ul>	Instruments in the Arab world Unique instruments Arabic music Famous Arab musicians, eg. Zaryab (Andalucia), Oum Kalthum
<b>Unit 28</b> <b>Leisure Activities</b>  <b>Lesson Objective – Saying what you like to do.</b>	Talk about leisure activities Sports, music, shopping, cooking, reading, surf the internet, etc Say what you do Opinions – I like, I prefer, I dislike Why?	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read about 2 students and write their names next to the diagrams that apply to them. Read what Jamila has to say about herself and her family and find the Arabic in the text for the English given.</li> <li>✓ <b>Writing</b> – Copy and complete the text for 2 students, parts of the text are given the missing parts are supplied separately. Write a paragraph about yourself and your family, include opinions and reasons.</li> <li>✓ <b>Listening</b> – Listen to students and note down the activity. Listen to students and note down the activity and their opinion.</li> <li>✓ <b>Speaking</b> – Choose an activity and interview 4 class mates, noting down their answers. In pairs ask and answer 6 set questions, take it in turns.</li> </ul>	Popular activities with children in the Arab world
<b>Unit 29</b> <b>At the leisure centre</b>	Sport and activities available When you go, times, days of the week What you do Opinions – I like, I prefer, I dislike	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text and answer true or false to the questions. Read Kareem’s blog about his local leisure centre, complete the grid – what, when, number of times,</li> </ul>	Leisure activities in Arabic Countries

<p><b>Lesson Objective – Talking about leisure centres.</b></p>	<p>Why?</p>	<p>with who, opinion.</p> <ul style="list-style-type: none"> <li>✓ <b>Writing</b> – Using the timetable write about your day at the leisure centre. Copy and complete the sentences about what you can do at the leisure centre.</li> <li>✓ <b>Listening</b> – Listen and put the activities available in the correct order using the diagrams supplied. Listen and note next to a list of activities, which days they are offered on.</li> <li>✓ <b>Speaking</b> – Role play in pairs, using the timetable, ask what you can do at certain times, one being the receptionist and the other the customer, take it in turns. In pairs describe your ideal leisure centre.</li> </ul>	
<p><b>Unit 30</b> <b>Going on holiday</b></p> <p><b>Lesson Objective – Talking about holidays and what you do on holiday.</b></p>	<p>Where do you go – seaside, countryside, town, etc Where you stay – camping, hotel, etc What do you see What do you do Opinions – I like, I prefer, I dislike Why?</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text about Mohammed’s holiday and choose the correct statements (each statement having two options ie. in town/at the seaside) Read the text and choose the four correct statements which apply to it (8 options given).</li> <li>✓ <b>Writing</b> – Copy and complete the letter, the missing words are shown as diagrams. Write a letter about your holiday – where, who with, where you stayed, what you will do/see and why, what you won’t do/see and why, etc.</li> <li>✓ <b>Listening</b> – Listen to Zara and note the activities on the sheet according to which day and whether it is Zara or her Dad doing them. Listen to Zara expressing opinions – note down her opinion for each diagram/phrase and her reason, and note down the order she talks about them.</li> <li>✓ <b>Speaking</b> – In pairs ask each other about activities you like to do on holiday and why, take it in turns. In pairs each talk about your ideal holiday, while your partner completes the questionnaire about it.</li> </ul>	<p>Holiday destinations in the Arab world Famous sights Activities available</p>
<p><b>test module End of</b> Revision e assessmentsummative module End of</p>			



# Year 7 Intermediate and Advanced

Module 1			
Topic	Content	Activities	Cultural capital
<b>Unit 1</b> <b>Family Album</b>  <b>Lesson Objective – Talking about families</b>	Describe family members Who What they like/don't like to do I/he/she Using the pronouns Using adjectives with agreements Opinions and reasons	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a letter from an Arab pen friend describing their family, answer true or false to questions. Match the Arabic phrases with their English equivalent, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Write a paragraph about a family in a photo. Fill in the missing words in a text, from a given list, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to an Arab person describing their family, complete the grid with the information needed. Listen to a family description and answer the set questions in English.</li> <li>✓ <b>Speaking</b> – Introduce your family to a small group in class. In pairs describe the family members in the given pictures.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Family relationships in the Arab world</li> <li>✓ Family size</li> <li>✓ Famous Arab talking and writing about their family and family life</li> <li>✓ Fairouz</li> <li>✓ Shakira</li> <li>✓ Al-khawarizmi</li> </ul>
<b>Unit 2</b> <b>Jobs</b>  <b>Lesson Objective – Talking about jobs people do</b>	Jobs you want to do in the future Jobs your parents do Using adjectives with agreements Opinions and reasons	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read an email from a penfriend and complete the missing words from a given list, use a dictionary if needed. Wordsearch – clues given as pictures, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Email your pen friend about what you want to do and why. Crossword – clues given as pictures, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to each person's job, complete the grid - what is it, their opinions and role. Listen to a description of people's jobs and where they work, match the person with the job and say whether they like it or not.</li> <li>✓ <b>Speaking</b> – In pairs speak about members of your family. In pairs talk about people in the given pictures – what, where, opinion.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Working week/days in the Arab world</li> <li>✓ Job opportunities in the Arab world</li> <li>✓ Civil service in the Arab world</li> <li>✓ Where are jobs advertised in the Arab world</li> <li>✓ Job ads in Arabic newspapers</li> </ul>
<b>Unit 3</b> <b>Where people live</b>  <b>Lesson Objective – Talking about where people live</b>	Talking about where people live City, village), countryside, coast (..etc North, south, east, west, centre Where you come from Where you live How long for	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and answer true or false to questions. From a given map fill in the missing words in sentences about where places are.</li> <li>✓ <b>Writing</b> – Write a paragraph about the diagram given eg/Aisha – her family, where they live, where her parents and grandparents are from. Write an article for the school magazine about your family, what they do and where they are from.</li> <li>✓ <b>Listening</b> – Listen to people describing where they live and match them up on a given sheet. Listen to people saying where they are from and where they live now, complete the grid.</li> <li>✓ <b>Speaking</b> – In pairs present the information given about people, where</li> </ul>	<ul style="list-style-type: none"> <li>✓ Where cities are in the Arab countries using the map of the Arab World</li> <li>✓ Cities in the Arab World (Dubai, Damascus, Baghdad, Beirut, Casablanca, Marrakech, Fes, Abu Dhabi etc...)</li> <li>✓ The old medina versus modern city in the Arab World (what's in the</li> </ul>

		they are from, where they live and for how long. In pairs, ask each other questions and provide the answer, take it in turns.	old medina and what is in the new medina) ✓ Life in the old medina vs life in the new medina.
<b>Unit 4</b> <b>Weather</b>  <b>Lesson Objective – Describing the weather</b>	Key weather phrases Seasons What do you do when it's .... Describe the weather in specific places	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the sentences to the diagrams. Read weather forecasts and complete the grid.</li> <li>✓ <b>Writing</b> – Look at the map (weather diagrams included) and write a sentence about the weather in each identified area. Write a weather forecast with the given information – eg. country, region, where, weather, what you can do.</li> <li>✓ <b>Listening</b> – Listen to weather forecasts and complete the grid. Listen to people talking about the weather and what they do, match the given sentences.</li> <li>✓ <b>Speaking</b> – In pairs prepare a conversation from the script given, some words replaced with pictures, use a dictionary if necessary. In pairs describe the weather in a certain area from a map (weather diagrams included) and your partner can identify the area.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Different weather conditions within the Arab world</li> <li>✓ Weatherreport of the Arab World using a map of the Arab World</li> </ul>
<b>Unit 5</b> <b>A day in the life of .....</b>  <b>Lesson Objective – Describing a typical day</b>	Daily routine – wake up, get up, eat, drink, wait for, finish, go to bed, etc Parents daily routine Weekend routine Days of the week Times Leisure	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read Adil’s description of his day and answer true or false to the questions. Match the texts with the diagrams.</li> <li>✓ <b>Writing</b> – Write a paragraph about a member of your family and their daily routine eg. get up, has breakfast, job, what, where, times (start and finish), leisure. Fill in the blanks in the text, missing words/phrases shown as pictures, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to Jamila talking about her day and answer the set questions in English. Listen to Hussein talking about his day and put the given diagrams in the correct order.</li> <li>✓ <b>Speaking</b> – In pairs prepare a conversation from given information. In pairs interview each other about your, or a parents daily routine, summarise your partners answers in English.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Daily routine in the Arab World</li> <li>✓ Weekends</li> <li>✓ Famous Arab talking and writing about their routine</li> <li>✓ Taha Hussain</li> <li>✓ Ibn Battuta</li> <li>✓ Maryam Al-Fihrya</li> <li>✓ Write a postcard to an Arab friend describing a typical day in your city</li> </ul>
<b>test module End of</b> Revision summative End of module assessment			

## Module 2

Topic	Content	Activities	Cultural capital
<b>Unit6</b> <b>Last weekend</b>  <b>Lesson Objective – Talking about last weekend</b>	Say what you did last weekend Activities, sports With who, where Past tense Using connectives	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Choose the correct translation - sentences given in Arabic with two translations in English (different tenses) for each. Look at the grid showing what 4 people did and a set of sentences – who do the sentences describe</li> <li>✓ <b>Writing</b> – Write in Khadija’s diary, detailing what she did at what point in the day from the information given – both weekend days. Email your penfriend about what you did and didn’t do last weekend.</li> <li>✓ <b>Listening</b> – Listen to Kareem’s description of his weekend and put the diagrams in the correct order. Listen to 8 descriptions of what people did last weekend and choose the correct image for each.</li> <li>✓ <b>Speaking</b> – In pairs, complete the given questionnaire asking whether they has done certain activities. In pairs, say what people did and didn’t do from the diagrams given, use a dictionary if needed.</li> </ul>	Weekends in the Arab world  <ul style="list-style-type: none"> <li>✓ Famours Arab talking and writing about what they did last weekend</li> <li>✓ Ibn Sina</li> <li>✓ Al-Razi</li> <li>✓ Souad Hosny</li> </ul>
<b>Unit7</b> <b>Yesterday Evening</b>  <b>Lesson Objective – Talking about yesterday evening</b>	Say what you did yesterday evening Routine, activities, sport Past tense Using connectives Opinions	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the email and identify the past tense. Translate the given phrases into English.</li> <li>✓ <b>Writing</b> – Write the jumbled up sentences in the correct way. Write a paragraph using the supplied information about what you did yesterday evening.</li> <li>✓ <b>Listening</b> – Listen to 8 people and from the pictures naming the person document who is talking in the order they speak. Listen to two people and document on the sheet of diagrams which person they relate to.</li> <li>✓ <b>Speaking</b> – In a group ask the person to your left what they did yesterday evening, clarify their answer in English. In pairs say one thing you did from a sheet of diagrams and your partner identifies the activity, take it in turns until all the activites have been mentioned.</li> </ul>	Evenings in the Arab world After school in the Arab world

<p><b>Unit8</b> TV programmes you have watched</p> <p><b>Lesson Objective – Talk about TV programmes you have watched</b></p>	<p>Different types of TV programme When you watched them Days and times they are on Opinions</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the pictures with the Arabic descriptions of the type of programme. From a TV guide complete the grid, programme, day,time,channel – some information already provided.</li> <li>✓ <b>Writing</b> – Answer a set of questions. Write a paragraph on what you prefer, like and don't like, and for one of your family members.</li> <li>✓ <b>Listening</b> – Listen to people telling you what they watch, when and their opinion – complete the grid. Listen to Khalid saying what he watches and when – match the times with the programmes.</li> <li>✓ <b>Speaking</b> – In pairs, from set questions each provide answers. In a group ask the person to your left a question from a list provided.</li> </ul>	<p>Popular TV programmes in the Arab world</p>
<p><b>Unit9</b> Where you went</p> <p><b>Lesson Objective – Talking about where you went</b></p>	<p>Describe where you went on a specific day Times and times of day (morning, etc) – Started and finished Opinions</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read two texts and match the diagrams with the correct text. Translate speech bubbles into English.</li> <li>✓ <b>Writing</b> – Write a sentence for each day from the diagram/table provided. Write a paragraph describing Karim's day and also Layla's day from the information provided.</li> <li>✓ <b>Listening</b> – Listen to people saying where they went and match the written information provided. Listen to people saying where they went and complete the grid, eg. where, time left, time arrived, opinion.</li> <li>✓ <b>Speaking</b> – In pairs answer set questions. In a small group interview each other using information provided – where, times, opinions</li> </ul>	<p>Places to visit in the Arab world</p>
<p><b>Unit 10</b> Past events</p> <p><b>Lesson Objective – Talking about events in the past. Extending and linking sentences.</b></p>	<p>Describing what you have done When, what, with who Unfortunately – what you weren't able to do, why, Opinions</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a holiday diary detailing the past week and document which days the given list of activities happened on. Match the sentences – one set saying what someone did, the other set stating something unfortunate that happened.</li> <li>✓ <b>Writing</b> – Email your penfriend, write 5 or 6 sentences, use a dictionary if needed. Write 3 sentences on 2 people from the information provided.</li> <li>✓ <b>Listening</b> – Listen to Mohammed and choose the</li> </ul>	<p>Past/recent event in the Arab world</p>

		<p>correct series of events provided from a choice of 3 series. Listen to Mohammed and then answer the questions in English.</p> <p>✓ <b>Speaking</b> – In pairs, each prepare and present 3 sentences about a past event and your partner needs to summarize them in English. In pairs, from a sheet provided describe the diagrams and your partner guesses the correct diagram, take it in turns.</p>	
<b>test module End of</b> Revision summative assessment module End of			
<b>Module 3</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 11</b> <b>Invitations</b>  <b>Lesson Objective – Making and reacting to invitations</b>	Asking someone if they want to do something specific Answering someone in a positive way Answering someone in a negative way Opinions and reasons	<p>✓ <b>Reading</b> – Read two texts and complete the grid. Choose the answer (that applies to you) to 6 questions, with three possible answers given to each, use a dictionary if needed.</p> <p>✓ <b>Writing</b> – Write 5 questions with 3 possible answers to each question. Translate the given phrases in English into Arabic.</p> <p>✓ <b>Listening</b> – Listen to people talking and note down if their response is positive or negative. Listen to two people talking, complete the grid eg. proposed activity, reaction, reason.</p> <p>✓ <b>Speaking</b> – In pairs prepare a conversation between two people, including a negative and positive response. In pairs, using given information ask and respond, take it in turns</p>	Special events  Popular places to go
<b>Unit 12</b> <b>Making excuses</b>  <b>Lesson Objective – Making excuses</b>	Say that you can't do something and why What you want to do What you have to do Opinions and reasons	<p>✓ <b>Reading</b> – Match the diagrams with the excuses. Translate the excuses into English, use a dictionary if needed.</p> <p>✓ <b>Writing</b> – Write an excuse to each question, reasons shown in a diagram, use a dictionary if needed. Write a letter to your penfriend explaining the given information.</p> <p>✓ <b>Listening</b> – Listen to 6 people giving excuses, put the diagrams in the order you hear them.</p>	Compare reasons for not going out

		<p>Listen to Mustafa and fill in the missing words in the written text.</p> <p>✓ <b>Speaking</b> – In pairs prepare a conversation, using the information given.</p> <p>In pairs say an excuse from a given sheet, your partner needs to choose the correct excuse.</p>	
<p><b>Unit 13</b> <b>Clothes</b></p> <p><b>Lesson Objective – Talking about clothes. Adjective agreements.</b></p>	<p>Different items of clothing Describe clothing – uniform, favorite outfit, Using adjectives – placing and agreement Opinions</p>	<p>✓ <b>Reading</b> – Wordsearch, with picture clues. Read a text and answer the questions true or false.</p> <p>✓ <b>Writing</b> – Crossword, with picture clues, use a dictionary if needed. Write a description of two people, diagrams provided, with your opinion.</p> <p>✓ <b>Listening</b> – Listen to 4 people describing what they are wearing and colour in, and label the diagrams provided. Identify the correct character from the audio.</p> <p>✓ <b>Speaking</b> – In pairs prepare a conversation from the information given eg. events and clothes. In pairs describe your favorite item of clothing and your partner can summarize in English.</p>	<p>Clothing in the Arab world</p> <p>National dress</p> <p>School uniform</p>
<p><b>Unit 14</b> <b>Shops and shopping</b></p> <p><b>Lesson Objective –Shops and shopping</b></p>	<p>Different shops Asking questions – cost, something cheaper, size, colour, item, till, try on? Numbers Opinions</p>	<p>✓ <b>Reading</b> – Read a text, and write the shops with their English equivalent. From a text find the Arabic for a set of given phrases in English.</p> <p>✓ <b>Writing</b> – Fill in the missing words (represented by diagrams) in the text, use a dictionary if needed. Write a paragraph about shops in a mall near your home.</p> <p>✓ <b>Listening</b> – Listen to the names and descriptions of 6 shops, write the name and type of shop. Listen to a conversation between a customer and a shop assistant, answer the questions with true or false.</p> <p>✓ <b>Speaking</b> – In pairs say the given text (conversation) and fill in the missing words – list of words given, use a dictionary if needed. Role play – pretend to be a customer and a shop assistant, prepare a conversation from the information given.</p>	<p>Shopping experiences in the Arab world – Souk, kasbah, medina, malls</p> <p>Bartering/bargaining</p>
<p><b>Unit 15</b> <b>Reading comprehension</b></p>	<p>Text including present, past, future tenses Description, comparison, opinions</p>	<p>✓ <b>Reading</b> – Read the long text and answer the questions with true or false. From a long text identify the different/or specified</p>	<p>Arabic magazine/newspaper article</p>



<b>Lesson Objective – Understanding a longer text including mixed tenses</b>	Connectives Adjectives	tenses, highlighting in different colours. ✓ <b>Writing</b> – Write an advert about a shopping centre near you, using different tenses. Email a penfriend about what you did yesterday and what you are going to do tomorrow, more than 6 sentences. ✓ <b>Listening</b> – Listen to Zara describing her local shopping mall and answer the questions (given in English) in English. Listen to people talking about going out, shopping, clothes, etc - note down the tenses used by each person. ✓ <b>Speaking</b> – In pairs use the given images to prepare a speech about your day. In pairs prepare a conversation, using comparisons – subjects and reasons given.	Historical article
<b>test module End of</b> Revision assessment summative module End of			
<b>Module 4</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 16</b> <b>Food</b>  <b>Lesson Objective – Talking about food. Expressing your preferences and likes.</b>	Different food Likes and dislikes Preferences Ask what people like, dislike and prefer Say what your family members like, dislike and prefer	✓ <b>Reading</b> – Word search, clues are as diagrams, use a dictionary if needed. Read the emails and then answer true or false to the following statements. ✓ <b>Writing</b> – Crossword, clues are as diagrams. Use the grid to write a paragraph about Adam and his family – what they like, dislike and prefer. ✓ <b>Listening</b> – Listen to Ahmed talking about he and his sister like and don't like, complete the grid. Listen to Ahmed talking about food he eats, complete the grid, eg. does eat it often, not often, never. ✓ <b>Speaking</b> – In pairs and using information given ask each other about the foods listed, answer yes or no but also giving opinions. In pairs, each ask and answer the set questions.	Food available in the Arab world National dishes Food not readily available in the Arab world - why
<b>1 Unit7</b> <b>Meals</b>  <b>Lesson Objective – Talking about</b>	Breakfast, Lunch, Dinner Drinks Describing what you eat/drink Times you eat	✓ <b>Reading</b> – Read the text and correct the following phrases. Read an email and answer the questions in English. ✓ <b>Writing</b> – Write a paragraph about a meal time in	Typical meals in the Arab world Who eats together at mealtimes

<b>meals</b>	Does your family eat together? School meals? Opinions and reasons	your house. Write a paragraph using the 5 questions as a guide. ✓ <b>Listening</b> – Listen to Rashid talking about what he and his family eat for breakfast and dinner, tick the correct foods in the grid. Listen to Salma and put the food and drinks in the order she talks about them. ✓ <b>Speaking</b> – In a small group ask each other what you eat and drink for breakfast or dinner. In pairs, using a text for your answers ask the set questions.	Meal times
<b>Unit 18</b> <b>Preparing for a party</b>  <b>Lesson Objective – Preparing for a party</b>	Foods needed What you must buy Who you must invite What is the occasion When it is	✓ <b>Reading</b> – Read two emails about different party’s then read the statements and say which party they describe. Read an email from Hassan talking about a party he is organizing, and then answer the questions. ✓ <b>Writing</b> – Write a paragraph about your ideal party. Write an email to your friends inviting them to your birthday. ✓ <b>Listening</b> – Listen to the conversation are they talking about shopping list A,B or C. Listen to the conversations and complete the grid, date, hour, activity, food, you must... ✓ <b>Speaking</b> – In pairs have a conversation about a party using the questions provided, make your answers up. In pairs talk about your ideal party.	Celebrations in the Arab world Differences and similarities
<b>Unit19</b> <b>Shopping for food</b>  <b>Lesson Objective –Shopping for food</b>	Asking for specific items and their cost Containers and quantities - weight, volume, box, packet, bottle, jar, slice, bag Saying what you bought	✓ <b>Reading</b> – Wordsearch, clues are diagrams with phrases, eg, bottle of water, packet of biscuits, 200 grammes of grapes, etc Read the text and identify the Arabic for the English phrases given. ✓ <b>Writing</b> – Copy and complete the conversation, missing sentences given as diagrams, use a dictionary if needed. Copy and complete the text choosing the correct verb from the list, verb is given in the infinitive. ✓ <b>Listening</b> – In the supermarket listen to what people are buying and how much they are paying, match the diagrams. Listen to Hannan ordering food/drink and write down the quantities she has ordered next to the	Where you buy food in the Arab world Shops, markets, farmers, road side

		<p>food/drink.</p> <p>✓ <b>Speaking</b> – Role play (in a shop) in pairs, have a conversation using the template but changing the highlighted words each time.</p> <p>In pairs read and extend the phrase using the diagrams to help you, until all the foods are included in the one sentence.</p>	
<p><b>Unit 20</b> <b>Eating at a restaurant</b></p> <p><b>Lesson Objective – Eating at a restaurant</b></p>	<p>Reading an Arabic menu Ordering drinks and snacks Opinions and reasons Expressing opinions Using the structures 'I would like' 'I want' ?...Asking the question 'Do you have</p>	<p>✓ <b>Reading</b> – Match the set menus with the diagrams. Read a conversation between two friends and what they are going to order and what they would not order, complete the grid.</p> <p>✓ <b>Writing</b> – Copy and complete the conversation, the missing parts can be taken from the menu provided. Write a paragraph about your favourite restaurant, giving details and opinions.</p> <p>✓ <b>Listening</b> – Listen to four people ordering from a menu and note down what each one orders. Listen to a waiter explaining what the specials are, answer true or false to the questions.</p> <p>✓ <b>Speaking</b> – In pairs take it in turns to ask and answer the questions, answers are given as diagrams. Role play (at the restaurant) in pairs, have a conversation using the menu provided.</p>	<p>Restaurants in the Arab world Different drinks and meals that are available</p>
<p><b>test module End of</b> Revision summative assessment module End of</p>			
<b>Module 5</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<p><b>Unit 21</b> <b>Countries</b></p> <p><b>Lesson Objective – Talking about countries and languages</b></p>	<p>Countries and their languages Countries you have visited Countries you are going to visit Countries you would like to visit Languages you speak Languages you are learning</p>	<p>✓ <b>Reading</b> – Read the text and answer the true or false questions. Read the letter and complete the grid.</p> <p>✓ <b>Writing</b> – Write an email to your penfriend, saying where you live, countries you have visited and would like to visit, languages you speak/are learning. Write 5 sentences about 5 people you know – where they are from/where they live and what languages they speak.</p> <p>✓ <b>Listening</b> – Listen to the students and complete the grid about countries visited and countries to visit in the future.</p>	<p>Languages spoken in the Arab world Is Arabic spoken anywhere else?</p>

		<p>Listen to students talking about where they live/lived and languages they speak.</p> <p>✓ <b>Speaking</b> – In pairs identify the country and their language, take it in turns. In pairs have a conversation using the template, countries represented by their flags.</p>	
<p><b>Unit 22</b> <b>Holidays</b></p> <p><b>Lesson Objective – Talking about holidays</b></p>	<p>Where do you go on holiday Who do you go with What do you do on holiday How long do you spend on holiday Asking questions Opinions and reasons</p>	<p>✓ <b>Reading</b> – Read a conversation and answer the following questions. Read about what 4 students say about their holidays and complete the grid.</p> <p>✓ <b>Writing</b> – Write a paragraph about your ideal holiday. Write about what you usually do in the summer holidays.</p> <p>✓ <b>Listening</b> – Listen to students talking about their holidays, complete the grid with the information needed. Listen and identify who is asking the Arabic questions listed.</p> <p>✓ <b>Speaking</b> – In pairs ask and answer questions about holidays. Role play (radio interview) in paris, using the minimal information given prepare and conduct an interview.</p>	<p>Popular holiday destinations – with Arabs and Non-Arabs in the Arab world Holiday times</p>
<p><b>Unit 23</b> <b>Holiday resort</b></p> <p><b>Lesson Objective – Describing a holiday resort</b></p>	<p>What is available in the resort Restaurant, swimming, golf, fishing, shopping, etc Opinions and reasons Talk about a resort you know</p>	<p>✓ <b>Reading</b> – Read two emails and complete the grid saying where, when, for how long and activities, etc. Read a text and find the Arabic in the text for the english phrases given.</p> <p>✓ <b>Writing</b> – Write a paragraph about a holiday resort/centre you know. Write a paragraph about your ideal holiday resort/centre.</p> <p>✓ <b>Listening</b> – Listen to a description of a holiday resort/centre and say yes or no to the facilities available, list of facilities given. Listen to a conversation and fill in the missing words in the documented transcript, a list of words given.</p> <p>✓ <b>Speaking</b> – In pairs ask and answer 4 questions each about a holiday centre, information sheet about the centre given. In pairs talk about holiday resort/centres using the set questions, giving your opinions.</p>	<p>Resorts in the Arab world Accommodation, activities Arab resorts you have visited</p>

<p><b>Unit 24</b> <b>Past holiday</b></p> <p><b>Lesson Objective – Talking about a past holiday</b></p>	<p>Describe a past holiday Ask someone about their holiday Opinions and reasons</p>	<p>✓ <b>Reading</b> – Read a letter about a recent holiday and complete the grid for each day of the holiday about where they went, with who, and their opinion. Read a letter and change the verbs into their correct tense, shown highlighted in their infinitive.</p> <p>✓ <b>Writing</b> – Answer the set questions with as much detail as possible. You have just spent 2 weeks holidaying in an Arab country, write a letter describing your holiday.</p> <p>✓ <b>Listening</b> – Listen to two people talking about their holidays and complete the grid, where, hotel, activities, etc Listen and answer the questions with true or false.</p> <p>✓ <b>Speaking</b> – In pairs ask and answer set questions about Karim’s holiday, using a letter from Karim for the answers. In pairs take it in turns to ask each other about a past holiday.</p>	<p>Holidays you have had in the Arab world</p>
<p><b>Unit 25</b> <b>Looking for a holiday</b></p> <p><b>Lesson Objective – Finding information about a holiday destination</b></p>	<p>Travel Agency, Internet, Tourist information Asking for information Reasons to visit Recommendations</p>	<p>✓ <b>Reading</b> – Read the webpage and text, identify where on the website the different people will find what they want, eg, reservations, discover, restaurants, etc. Read the small article about where to go and what to see, then match the statements with the articles.</p> <p>✓ <b>Writing</b> – Write an advert for a holiday resort, can be real or imaginary. Write a review of a holiday for a consumer website, saying whether you would recommend it or not and why giving positive and negative reasons.</p> <p>✓ <b>Listening</b> – Listen to a conversation in a tourist information centre and put the listed questions in the correct order. Listen to an account of a holiday and complete the grid about 4 things they say the brochure said and what it was actually like.</p> <p>✓ <b>Speaking</b> – Role play (tourist information centre) in pairs prepare a conversation using the English questions supplied, invent your answers. In pairs have a conversation about a recent holiday, the questions are given and the answers are shown as pictures.</p>	<p>Booking a holiday to the Arab world Choosing a destination</p>

test module End of			
Revision			
summative assessment module End of			
<b>Module 6</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 26</b> <b>Friends</b>  <b>Lesson Objective – Talking about your friends</b>	Describe your friends How do you know them Who is your best friend? Why? What do you both like	✓ <b>Reading</b> – Read the text and choose the correct caption for each diagram/photo. Read an email from Latifa describing her best friend, and answer the following questions with true or false. ✓ <b>Writing</b> – Write a paragraph about your friend Latifa using the information card giving opinions and activities. Copy and complete the phrases about you and your friend. ✓ <b>Listening</b> – Listen to two students describing their friends, put the images in the correct order. Listen to Latifa talking about her best friend, note what they have in common and what they do differently. ✓ <b>Speaking</b> – In pairs, take it in turns to ask each other questions to find out more about each other, set questions given. Ask 4 classmates questions about a friend and complete the given questionnaire.	Friends – who are they, boys, girls, family, school, neighbourhood,
<b>Unit 27</b> <b>Pocket Money</b>  <b>Lesson Objective – Talking about pocket money</b>	What do you spend your pocket money on Do you save? Why? What you never buy What you need Saying thank you for gifts Opinions and reasons	✓ <b>Reading</b> – Read the 3 texts and fill in the grid, name, what they buy, saving for, other details. Read the 3 email saying thank you for gifts, identify the gift from a set of diagrams. ✓ <b>Writing</b> – Copy and complete the thank you letter, missing words are given as diagrams, use a dictionary if needed. Write an email to your penfriend talking about your pocket money. ✓ <b>Listening</b> – Listen to students saying what they buy, match the person with the item. Listen to 3 students and complete the grid, name, what they buy, saving for, other details. ✓ <b>Speaking</b> – In pairs say what you do with your pocket money, using the sentence beginnings provided.	Do children get pocket money?



		In pairs identify an item by your partner saying the cost, the items with their prices are provided.	
<b>Unit 28</b> <b>Gadgets</b>  <b>Lesson Objective –Talking about gadgets</b>	Identify gadgets What you use the gadgets for Compare gadgets – more expensive, less expensive, smallest, bigger, best, worst, etc Opinions	✓ <b>Reading</b> – Match the gadget with their description. Read a text and identify the Arabic in the text using the English words given. ✓ <b>Writing</b> – Crossword, clues are diagrams. Write a sentence about each gadget shown, including the given information. ✓ <b>Listening</b> – Listen to people talking about gadgets and complete the grid, gadget, advantage, disadvantage. Listen to Malik describing the gadgets in his home, complete the grid, gadget, family member, opinion, etc. ✓ <b>Speaking</b> – In pairs compare the gadgets, diagrams given, take it in turns. In pairs talk about gadgets and what you think of them and say whether you agree with your partner or not.	Gadgets in Arab countries Popular ones Who has them
<b>Unit29</b> <b>Present, Past and Future</b>  <b>Lesson Objective – Present, past and future</b>	Identify different tenses in a text in the context of holidays and activities Talk about your week with your friends using all the tenses (days, times, activities) Present – generally, usually, normally	✓ <b>Reading</b> – Read the emails and identify the which tense each is written in. Read a text and answer the questions in English. ✓ <b>Writing</b> – Write a paragraph using the set questions as a guide. It's Wednesday, write an email to your penfriend about this week, including all three tenses. ✓ <b>Listening</b> – Listen to 3 students and identify the 2 correct phrases for each, both phrases are given in two different tenses for each person. Listen to Lina and match the images with the correct tense. ✓ <b>Speaking</b> – In pairs, from a set of diagrams and a list of timescales, each choose combinations for your partner to make a sentences out of, eg, grandmother and tomorrow. In pairs, each answer the 3 set questions,	Article from an Arabic magazine/newspaper
<b>Unit 30</b> <b>I would like ...</b>  <b>Lesson Objective – Hopes and wishes</b>	I like/prefer, I can/want to/have to, I would like to Say what you like to do at the weekend Say what you want to do at the weekend Understand a text containing other peoples hopes and dreams	✓ <b>Reading</b> – Read a letter and complete the grid, likes, must do, would like. Read two text's and look at the diagrams, say which diagram relates to which text. ✓ <b>Writing</b> – Write a paragraph about what you normally do, doing this summer, what you will do	What is available for children to do in Arab countries at the weekend

	<p>Say what you normally do, what you are doing this summer, what you would like to do</p>	<p>one day. Write about what you like to do at the weekend, then write about your ideal weekend.</p> <p>✓ <b>Listening</b> – Listen to a conversation between two people and note next to written sentences who says each one. Listen to students hopes and dreams, note their name and what they hope for.</p> <p>✓ <b>Speaking</b> – In pairs ask and answer set questions. In a small group, using 'I would like to ...' each form a sentence using the verbs and the diagrams given.</p>	
<p><b>test module End of</b> Revision summative assessment module End of</p>			

## Year 8 Intermediate and Advanced

Module 1			
Topic	Content	Activities	Cultural capital
<b>Unit1</b> <b>Your routine</b>  <b>Lesson Objective – Describing your routine</b>	Talk about your daily routine – I wake up, I get up, I shower, I brush my teeth, I get dressed, I go to bed, etc Revision of time Talk about you routine last Saturday Incude music you listen to and when	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Fill in the missing words in a text, using the list of words provided, use a dictionary if needed. Read a text and answer true or false to the following questions.</li> <li>✓ <b>Writing</b> – Email a penfriend talking about what you did last Saturday, include times. Copy and complete the sentences.</li> <li>✓ <b>Listening</b> – Listen and complete the phrases. Listen and note the information needed.</li> <li>✓ <b>Speaking</b> – In pairs ask questions (from a list provided) and answer them. In pairs describe your routine and the music you like, your partner can summarize in English.</li> </ul>	Morning routine for children in the Arab world – school times, how they get there
<b>Unit2</b> <b>TV programmes</b>  <b>Lesson Objective – Discussing what’s on TV</b>	Asking and saying what is on TV Asking and saying what a programme is Say what you want to watch, what you don’t want to watch Use expressions of time – always, every, once/twice, often, rarely, etc	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a conversation and complete the grid with the required information. Read an email and answer the questions with true or false.</li> <li>✓ <b>Writing</b> – Write a review of the TV programmes on last night (list given). Email a penfriend about what you like and don’t like, giving details.</li> <li>✓ <b>Listening</b> – Listen to two students talking about what they watch and look at a TV programme - complete the phrases. Listen to a family and say who the following phrases refer to.</li> <li>✓ <b>Speaking</b> – Interview your partner using the given questions. In pairs perform a conversation using the script given and filling in the gaps</li> </ul>	Popular programmes in the Arab world  Famous Arab TV stars

		with the information provided.	
<b>Unit3</b> <b>Cinema</b>  <b>Lesson Objective – Talking about films. Using the perfect tense.</b>	Types of film Talk about films you have seen Where – Cinema, DVD, TV Talk about a trip to the Cinema – who with, film seen, cost, food, drink, times, opinion	✓ <b>Reading</b> – Match a list of film types with the film names, use a dictionary if needed. Read Hanan’s description of her cinema trip, write the answers to set questions in English. ✓ <b>Writing</b> – Write about a cinema visit using given information. Fill in the missing words/verbs in a text from the list provided. ✓ <b>Listening</b> – Listen and complete the grid with the required information. Listen to Hanan’s description of her cinema visit, put the diagrams in the correct order. ✓ <b>Speaking</b> – Interview your partner about a recent cinema trip. In pairs answer set questions.	Arab world films  Foreign films shown in Arab countries – dubbed, subtitled, edited?  Famous Arab film stars
<b>Unit 4</b> <b>Reading</b>  <b>Lesson Objective – Talking about what you read</b>	What people read Types of literature Say what you like to read, if you have a favorite author, Say what you have read and what you want to/going to read	✓ <b>Reading</b> – Read an email and complete the given phrases. Read a book review by a student, answer questions in English. ✓ <b>Writing</b> – Write a paragraph about your favorite book/magazine, and what you want to read next. Write three sentences each, about 3 people and the given information. ✓ <b>Listening</b> – Match the people with the books/magazines they have read. Fill in a grid detailing what certain people have read and what they are going to read. ✓ <b>Speaking</b> – Interview your partner using the given questions. Describe the last book you have read, or the next you will read, and your partner can summarize it in English.	Books in the Arab world  Famous authors
<b>Unit 5</b> <b>What you have seen or read</b>	Talk about films/books you prefer What you have read/seen recently Who is your favorite author/actor	✓ <b>Reading</b> – Read a text and identify the verb tenses. Summarize a text in English, use a	Authors and actors in the Arab world

<b>Lesson Objective – Describing what you saw or read. Using different tenses.</b>	Talk about a favorite film/book, when you saw it/read it Film/book you want to see/read - when Opinions	dictionary if needed. ✓ <b>Writing</b> – Write an article for the school magazine, use different tenses. Complete the sentences provided, only the beginning of the sentences given. ✓ <b>Listening</b> – Listen and answer the questions with true or false. Listen and answer the questions in English. ✓ <b>Speaking</b> – In pairs ask questions and give answers, finding the answers from a text provided. In pairs talk about something you have read and something you want to read.	
<b>End of module test</b> Revision End of module summative assessment			
<b>Module 2</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit6</b> <b>Future plans</b>  <b>Lesson Objective – Planning what you will do. The future tense.</b>	Say what you are going to do at specific times in the future – Recognise the future tense in a text Identify the future tense in a conversation Describe a future event – what you will do, during and after, give reasons	✓ <b>Reading</b> – Read an email and put the diagrams in the correct order. In a text fill in the future tense for the highted verbs. ✓ <b>Writing</b> – Write about what you are going to do tomorrow, information provided. Complete the weekend diary entries – diagrams given next to times. ✓ <b>Listening</b> – Listen to Karim’s description of what he is doing next week and note down 5 activities and why. Listen to activities happening on different days and complete the grid. ✓ <b>Speaking</b> – In pairs prepare a conversation using the given information. In a group ask the person to your left a question about what they are going to do at aspecific day/time in the future.	Upcoming Arab events – web/magazine/newspaper articles

<p><b>Unit7</b> <b>The future</b></p> <p><b>Lesson Objective - Talking about the future. Using the future tense.</b></p>	<p>What you want to happen in the future Now, in 10 years, in 20 years, in 30 years, in 40 years, in 50 years Speaking to a friend about your future plans Weather revision</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the diagrams with the weather report. Read the text detailing two peoples future wishes and answer true or false to the questions.</li> <li>✓ <b>Writing</b> – Write a text about two people from the table given. Write an article for the school magazine about what you want in the future.</li> <li>✓ <b>Listening</b> – Listen to two people explaining their future wishes and complete the grid with the required information. Listen to Latifa’s hopes for the future and summerize them in English.</li> <li>✓ <b>Speaking</b> – In pairs prepare a weather forecast for a given region. In pairs, talk about your future with your partner filling in a table from your information.</li> </ul>	<p>Different weather in Arab countries</p> <p>Opportunities available in the Arab world</p>
<p><b>Unit8</b> <b>Future careers</b></p> <p><b>Lesson Objective - Talking about future careers</b></p>	<p>When you leave school what do you want to do? College, University, apprentice, work What you want to do in the future and why</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the diagrams with the words. In a text translate the highlighted word into English.</li> <li>✓ <b>Writing</b> – Write an article for the school magazine, describing yourself, what you like to do, and what you want to do when you finish school. Write sentences from the minimal information given.</li> <li>✓ <b>Listening</b> – Listen to Malik and in the phrase given choose the correct options (two possible options given in each phrase eg. college/university) Listen to Malik and answer the questions with true or false.</li> <li>✓ <b>Speaking</b> – In pairs complete a questionnaire about your partner - about themselves, their likes/dislikes and what they want to do when they finish school. Role play in pairs – have a conversation about your future from the information</li> </ul>	<p>Universities in the Arab world</p> <p>Oldest University</p> <p>Jobs in the Arab world</p>

		provided about two characters.	
<b>Unit9</b> <b>Why learn languages</b>  <b>Lesson Objective – Why languages are important. Using connectives in complex sentences.</b>	To have to, to be able to, to want to Business – communicate with companies/customers in other countries Travel – getting around, information, holidays Jobs – jobs that travel from country to country , eg. journalists, pilots, tour guides, etc Connectives	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and identify specified Arabic words, then match with the correct English words listed. Read an article and complete the grid with the required information.</li> <li>✓ <b>Writing</b> – Write a text about why languages are important. Write a job advert, saying what the job is and why the ability to speak languages is needed.</li> <li>✓ <b>Listening</b> – Listen to a radio article and answer the questions in English. Listen to students talking about why languages are important, match the student with the reason.</li> <li>✓ <b>Speaking</b> – In pair say why learning Arabic is important and why it is important to you. In a group ask the person to your left what their favourite language is and why.</li> </ul>	Languages in the Arab world  Different languages used in Arab speaking countries.
<b>Unit 10</b> <b>Using languages</b>  <b>Lesson Objective – Using languages</b>	Case study – reading, comprehension, speaking (answering questions as the person in the case study) Write a text based on given English information	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Identify Arabic words from the text, the words to identify are given in English. Read a text then match the beginnings and endings of 7 sentences describing parts of the text.</li> <li>✓ <b>Writing</b> – Write a text about a person who uses language in their life, from information given. In pairs - write a radio interview from a CV provided..</li> <li>✓ <b>Listening</b> – Listen to an interview and answer the questions in English. Listen to Lina and answer the following questions in Arabic.</li> <li>✓ <b>Speaking</b> – In pairs, answer questions as if you are the person in the case study. In pairs, present the radio interview you have written.</li> </ul>	Why languages are important to Arab countries  History  Business  Tourism  Politics  Cinema/music ?



<b>End of module test</b> Revision summative End of module assessment			
<b>Module 3</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 11</b> <b>Illness</b>  <b>Lesson Objective – Talking about illness</b>	Different illnesses Tell someone about your illness Decline an invitation because you are ill Describe how you are feeling and what you have to do	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the phrases in Arabic and translate into English. Read an email from someone declining an invitation due to an illness, answer the questions with true or false.</li> <li>✓ <b>Writing</b> – Translate the English phrases into Arabic. Write a sentence about each diagram.</li> <li>✓ <b>Listening</b> – Listen to people talking about their illness, complete the grid. Listen to people declining invitations because they are ill, complete the grid.</li> <li>✓ <b>Speaking</b> – In pairs, take it in turns to describe an illness you have from a list provided. Role play – phone school and explain why you aren't going in today.</li> </ul>	Visiting the Doctor in an Arab country
<b>Unit 12</b> <b>Injuries</b>  <b>Lesson Objective – Describing injuries</b>	Different injuries – cut, broken, hurt, burn, stung Parts of the body Tell someone about your injury and how you got it Describe an injury a family member got and how	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read an article and identify Arabic words from a list of English words. Translate sentences into English, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Describe a holiday disaster using the information given. Copy and complete the phrases, the missing information is supplied in a separate list.</li> <li>✓ <b>Listening</b> – Listen to a description of 4 accidents and complete the grid. Listen and match the beginning of the sentence to the end, each given in separate lists.</li> <li>✓ <b>Speaking</b> – In pairs, invent a conversation about a bizarre accident.</li> </ul>	Hospitals in the Arab world  Health care – state or private

		In a group each describe a strange accident while the others note down what it was and what happened.	
<b>Unit 13</b> <b>Are you healthy?</b>  <b>Lesson Objective – Healthy living. Using negatives.</b>	Healthy eating/drinking Exercise – how often Unhealthy – what you don't eat/drink Smoking Describe the health of your family	✓ <b>Reading</b> – Read an article about two students and identify the correct student with the following statements. From an article answer true or false to the following questions. ✓ <b>Writing</b> – Write an article about yourself for the school magazine. Write a description about Yousef and his family, from the given information. ✓ <b>Listening</b> – Listen to two interviews and complete the grid. Listen to Yousef talking about himself and his family, answer the questions in English. ✓ <b>Speaking</b> – In pairs talk about the positives and negatives of the people listed. In pairs ask and answer 4 set questions.	Healthy/unhealthy life styles in the Arab World – sugar, fresh foods, air pollution  Life expectancy
<b>Unit 14</b> <b>Health</b>  <b>Lesson Objective - Understanding and giving advice</b>	Use imperatives – to do or not do something You must – exercise, eat, drink, sleep, etc Stop/start, less/more, etc Tell someone how to have a healthy lifestyle and what is unhealthy	✓ <b>Reading</b> – Read a text then complete the sentences in Arabic, use a dictionary is needed. Read an article and then complete the grid. ✓ <b>Writing</b> – From a list of negative statements, write the advice you would give. Write an article for the school magazine on healthy living. ✓ <b>Listening</b> – Listen and complete the grid. Listen to 4 people and match their pictures to the phrases that best describe them. ✓ <b>Speaking</b> – Role play – a health professional offering advice to a patient, from the information given. In pairs each say something that is unhealthy and something that is healthy.	Health promotion in the Arab world

<p><b>Unit 15</b> <b>It's my life!</b></p> <p><b>Lesson Objective – Understanding a complex text</b></p>	<p>Reading comprehension including</p> <ul style="list-style-type: none"> <li>- holiday – who where and activities</li> <li>- Injury/illness of a member</li> <li>- healthy and unhealthy parts of the holiday</li> <li>- your next holiday</li> </ul> <p>Talk about activities that people do Talk about holidays and what you do</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a letter from a penfriend, about them and their family, then identify which person the following sentences apply to. Read an article about a holiday disaster and answer the questions with true or false.</li> <li>✓ <b>Writing</b> – Imagine you are going on holiday with a friend – write a description. Email your penfriend about your holiday and the incident that happened.</li> <li>✓ <b>Listening</b> – Listen to people describing what activities they do on holiday, match the names with the diagrams. Listen and complete the grid.</li> <li>✓ <b>Speaking</b> – In pairs talk about activities you and your family do on holiday. In pairs describe which family members were healthy or unhealthy on your last holiday.</li> </ul>	<p>Article about Activity holidays available – skiing, trekking, cycling, etc</p>
<p><b>End of module test</b></p> <p>Revision End of module summative assessment</p>			
<p><b>Module 4</b></p>			
<p><b>Topic</b></p>	<p><b>Content</b></p>	<p><b>Activities</b></p>	<p><b>Cultural capital</b></p>
<p><b>Unit 16</b> <b>When I was little ...</b></p> <p><b>Lesson Objective – Talking about what you used to do</b></p>	<p>Talk about how you looked – hair What you used to wear What was your favorite item What did you like to do What was your character</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text and complete the grid about past and present appearance. Read the text and identify the Arabic sentences from the English ones given.</li> <li>✓ <b>Writing</b> – Write a paragraph about how you used to look and how you look now. Copy and complete the paragraph, the verbs need to be put into the correct tense as they are highlighted in the text in their infinitive form.</li> <li>✓ <b>Listening</b> – Listen to Yasmin and complete the grid about how she looked</li> </ul>	<p>Young children in the Arab world – at home, nursery, family, older siblings Country vs city</p>

		<p>and how she looks now. Listen and answer the questions.</p> <p>✓ <b>Speaking</b> – In pairs, each describe how you used to look. In pairs, each talk about what you used to like to do.</p>	
<p><b>Unit 17</b> <b>Sport</b></p> <p><b>Lesson Objective – Talking about sports you used to do. Using the imperfect tense.</b></p>	<p>Talk about sport you used to play Who you played them with Where you played them When you played them Why you played them</p>	<p>✓ <b>Reading</b> – Read the text and complete the following sentences. Read the text and answer the questions with true or false.</p> <p>✓ <b>Writing</b> – Write a sentence about each sports person listed. Write a paragraph about a sport you used to play, a sport that you liked/disliked and why, a sport you play now, a sport you play now and why.</p> <p>✓ <b>Listening</b> – Listen and note down the verbs in their imperfect tense. Listen to the radio interview and answer the questions.</p> <p>✓ <b>Speaking</b> – In pairs talk about the sports person from the information provided. Interview 4 classmates and complete the grid using their answers.</p>	<p>Famous sporting venues/arenas Popular sports in the Arab world</p>
<p><b>Unit 18</b> <b>My childhood</b></p> <p><b>Lesson Objective – Understanding a narrative in the imperfect tense</b></p>	<p>Reading comprehension of a text describing a past event Identify the imperfect tense Answer questions about the text Ask questions about the text</p>	<p>✓ <b>Reading</b> – Read the text and choose the correct answer to the following questions, 3 options given to each question. Read the text and identify the Arabic phrases for the English ones given.</p> <p>✓ <b>Writing</b> – Write a paragraph answering the set questions. Write a letter to your penfriend about about a last weekend, and ask your penfriend about theirs.</p> <p>✓ <b>Listening</b> – Listen and identify the verbs, writing them in their infinitive and the tense in the audio. Listen and answer the multiple choice questions.</p> <p>✓ <b>Speaking</b> – In pairs use the text to answer the set questions.</p>	<p>People from different Arab countries talking about their childhood, customs and traditions Please choose people from different walks of life (urban vs city)</p>

		In pairs say the given sentences, they need putting into the imperfect tense.	
<b>Unit19</b> <b>Famous Arabs</b>  <b>Lesson Objective - Using the past tense to learn about famous Arabs. Context; family, education, career, interests</b>	Using past tense Their childhood and past achievements Where they studied, their academic achievements, interests, major events in their lives	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the articles and complete the grid. Read the text and answer the questions.</li> <li>✓ <b>Writing</b> – Write an article about a famous Arab of your choice. Copy and correct the jumbled up sentences.</li> <li>✓ <b>Listening</b> – Listen to people describing their favourite Arabs from history and complete the grid. Listen and answer true or false to the questions.</li> <li>✓ <b>Speaking</b> – Create a presentation in Arabic about your favourite Arab personality. In pairs answer the set questions using the information given.</li> </ul>	Famous Arabs throughout history
<b>Unit 20</b> <b>A profile of two sportspeople</b>  <b>Lesson Objective - Understanding a range of tenses</b>	Reading comprehension Identify the different tenses Answer questions about the text Ask questions about the text Write a text with given information	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text about two sports people and say which of the following English phrases applies to which sports person. Read the text and choose the correct answer to the following questions, 3 options given to each question.</li> <li>✓ <b>Writing</b> – Write a paragraph about a sports person, using the information given, incorporating different tenses. Write a summary about two sports people from a long text.</li> <li>✓ <b>Listening</b> – Listen to a radio report, list the three sports mentioned and three details about each. Listen to two sports people talking and fill in the grid.</li> <li>✓ <b>Speaking</b> – In pairs answer the set questions using the given text. In pairs talk about a sport or sports you would like to play and why.</li> </ul>	Famous Arab sportspeople

<b>End of module test</b> Revision End of module summative assessment			
<b>Module 5</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 21</b> <b>Lets go</b>  <b>Lesson Objective – Learning about and comparing cities and regions in the Aran World</b>	Describe a city/region Compare – less/more, the most/the least, etc Where cities/places are – north, south, etc What the Regio/city has to offer Famous landmarks Population	✓ <b>Reading</b> – Read the text and answer the questions in English. Read the text comparing two regions/cities and identify which each of the following statements applies to. ✓ <b>Writing</b> – Write about another region you have visitied or would like to visit, giving details, eg. when, with who, why, what you did ther, what you saw there, etc. Write a paragraph comparing two region of your choice. ✓ <b>Listening</b> – Listen and complete the grid with the required information. Listen to the population statistics for the region and note down the number. ✓ <b>Speaking</b> – In seven groups each say two sentenses about the region you have been given. In pairs talk about another region you have visitied, giving details, eg. when, with who, why, what you did ther, what you saw there, etc.	Countries, regions, cities  Landscape, cities, population, famous places,
<b>Unit 22</b> <b>Travel arrangements</b>  <b>Lesson Objective – Talk about making travel arrangements. Using different tenses in sentences.</b>	How you will travel there and why Buying a ticket What you will do when you get there and why Asking directions Getting home	✓ <b>Reading</b> – Read the email and answer the questions with true or false. Read the text and answer the questions. ✓ <b>Writing</b> – Write a letter to your penfriend letting them know about your travel arrangements for your upcoming visit. Fill in the speech bubbles for each conversation, asking and giving directions (using a map of the town). ✓ <b>Listening</b> – Listen to two people talking	Different ways to travel in different Arab countries. Journey times

		<p>and identify who is saying the following Arabic sentences. Listen to the directions being given and identify the destination using the town map supplied.</p> <p>✓ <b>Speaking</b> – In pairs have a conversation using the template given, missing information is shown as diagrams. In pairs choose a destination and talk about how you are going to get there, and what you will do when you arrive.</p>	
<p><b>Unit 23</b> <b>I would like a hotel</b></p> <p><b>Lesson Objective – Arranging hotel accomodation</b></p>	<p>Reserving a hotel room Use the conditional tense Type of room How long you want the room for Asking what facilities there are Asking what is close by</p>	<p>✓ <b>Reading</b> – Read an email from Yassine to a travel agent, list down what he would like from the hotel and from the room. Read a hotel advert and answer the questions.</p> <p>✓ <b>Writing</b> – Write an advert for a hotel. Write an email enquiring about the hotel and about reserving a room.</p> <p>✓ <b>Listening</b> – Listen to the conversations and identify the errors made on the notes by the receptionist. Listen to the receptionist and note down what attractions are close by and which are further away.</p> <p>✓ <b>Speaking</b> – In pairs have a conversation about reserving a room. In pairs have a conversation about hotel facilities and local attractions.</p>	<p>Famous hotels and holiday destinations in the Arab world Faciliites and amenities in different cities</p>
<p><b>Unit 24</b> <b>How was it?</b></p> <p><b>Lesson Objective – A visit to an attraction. Understanding authentic texts. Using the past tense.</b></p>	<p>Talk about visiting a leisure park – when, with who, what you did, would you go back, what you would do Look at authentic attraction information Look for specific phrases in the info</p>	<p>✓ <b>Reading</b> – Read the text and identify the following English phrases in the text, use a dictionary if needed. Match the attractions to the three people, details of the attraction given and what each person liked about the attraction.</p> <p>✓ <b>Writing</b> – Write two or three paragraphs about a theme park you have vistied. Write an article about a theme park that opend last weekend.</p>	<p>Leisure parks in Arab countires – the most recent visited.</p> <p>Popular tourist attraction.</p>



		<ul style="list-style-type: none"> <li>✓ <b>Listening</b> – Listen and fill in the missing words in the sentences. Listen and say whether the following attractions are there or not.</li> <li>✓ <b>Speaking</b> – In pairs answer the set questions, take it in turns. In pairs describe an imaginary visit to your ideal theme park.</li> </ul>	
<b>Unit 25</b> <b>Holiday Complaints</b>  <b>Lesson Objective – Complaining about holiday facilities</b>	Tripadvisor website and similar websites in Arabic Types of complaints Reasons	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – The worst hotel ever! Read and answer the questions. Read the complaints and then fill in the form for each one.</li> <li>✓ <b>Writing</b> – Write a letter of complaint. Look at the hotels log about complaints and write one or two sentences about each one.</li> <li>✓ <b>Listening</b> – Listen to people and fill in the grid, eg. name, place, problem. Listen to Layla and answer the questions.</li> <li>✓ <b>Speaking</b> – In pairs take it in turns to complain about something, giving reasons (some suggestions given). In pairs ask and answer set questions about an imaginary, disastrous holiday.</li> </ul>	Reading authentic materials from newspapers and the internet relating to complaints
<b>End of module test</b> Revision End of module summative assessment			
<b>Module 6</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 26</b> <b>Learning is living</b>  <b>Lesson Objective – Schools in different countries</b>	School times/school week School clothing – uniform? School equipment – supplied? Lessons - differences Teachers – one or more subjects? Use possessive adjectives Discuss advantages of each school system	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text and answer the questions. Read the two penfriends letters and change who the following statements relate to.</li> <li>✓ <b>Writing</b> – Write to your penfriend describing your school and asking about theirs. Write a reply to your penfriend</li> </ul>	Arab schools vs English schools State or private Times, days, uniform, lessons

		<p>answering their questions.</p> <ul style="list-style-type: none"> <li>✓ <b>Listening</b> – Listen and complete the grid with the required information. Listen and answer the multiple choice questions.</li> <li>✓ <b>Speaking</b> – In pairs, prepare and say 6 phrases about your school. In pairs, using the information given say 6 differences between the schools.</li> </ul>	
<p><b>Unit 27</b> <b>Work</b></p> <p><b>Lesson Objective – Young people and work.</b></p>	<p>How you earn pocket money Who gives you your pocket money What you spend your money on, when and why Do you save? What for? Use indirect object pronoun</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the speech bubbles and complete the grid with the required information. Read the 4 statements and say who the following statements relate to.</li> <li>✓ <b>Writing</b> – Write a paragraph each about Zara and Kareem using the picture information given, use a dictionary if needed. Write a letter to a penfriend talking about your pocket money.</li> <li>✓ <b>Listening</b> – Listen to an interview with Zara and note her responses to the following questions. Listen to the students talking about pocket money and complete the grid with the required information.</li> <li>✓ <b>Speaking</b> – In pairs ask and answer set questions, using the information supplied as diagrams. In pairs talk about your pocket money.</li> </ul>	<p>Pocket money in the Arab World</p>
<p><b>Unit 28</b> <b>Combating hunger</b></p> <p><b>Lesson Objective – Discussing world issues</b></p>	<p>Poverty, Life expectancy, Hunger, Disease How can we help – charity events, donate money, write to governments, buy local products, buy fairtrade products, sponsorship I would like .., We should .., You could ..</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read text about Red Crescent, and answer the questions. Read a letter from Ahmed and answer the following questions.</li> <li>✓ <b>Writing</b> – Copy and complete the sentences, only the beginnings are given. Design a poster about how to combat famine</li> <li>✓ <b>Listening</b> – Listen to 6 students talking about issues, put the list of sentences in the order you hear them. Listen to 6 people talking about what we</li> </ul>	<p>Charity organisations – eg. Red Crescent</p> <p>Annual Beat Diabetes Walk</p> <p>Al Jalila Foundation – supports medical education and research</p>

		<p>can do, match the student with the correct image.</p> <p>✓ <b>Speaking</b> – In pairs, talk about issues using the script changing the details written in blue.</p> <p>In pairs, put in order of importance the list of what we can do, discuss with each other.</p>	
<p><b>Unit29</b> General revision</p> <p>Lesson Objective - To prepare yourself for end of year summative test</p>	Using past relevant exam papers as assessment practise materials in all four skills	<p>✓ <b>Reading</b> –</p> <p>✓ <b>Writing</b> –</p> <p>✓ <b>Listening</b> –</p> <p>✓ <b>Speaking</b> –</p>	Relate to the Arab World
<p><b>Unit 30</b> General revision</p> <p>Lesson Objective - To prepare yourself for end of year summative test</p>	Using past relevant exam papers as assessment practise materials in all four skills	<p>✓ <b>Reading</b> –</p> <p>✓ <b>Writing</b> –</p> <p>✓ <b>Listening</b> –</p> <p>✓ <b>Speaking</b> –</p>	Relate to the Arab world
<p><b>End of module test</b> Revision End of years summative assessment</p>			

## Year 9 Intermediate and Advanced

Module 1			
Topic	Content	Activities	Cultural capital
<b>Unit 1</b> <b>Me and other people</b>  <b>Lesson Objective – Talking about yourself and other people.</b>	Talk about yourself Spell your name out Name, age, birthday, nationality, family, pets, interests, etc	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text about 3 students and answer questions in English. Read a letter from Jamila and answer the questions with true or false.</li> <li>✓ <b>Writing</b> - Write a paragraph about yourself for a school magazine. Put the jumbled up sentences in the correct order.</li> <li>✓ <b>Listening</b> – Listen to 3 students and complete their ID cards. Listen to people spelling their names – write the down in Arabic and English.</li> <li>✓ <b>Speaking</b> – Ask a partner what their name is and how to spell it. In pairs complete a questionnaire about each other.</li> </ul>	Describe people from different Arab Countries
<b>Unit 2</b> <b>What you like to do</b>  <b>Lesson Objective – Saying what you like and don't like doing.</b>	Describe what you like doing and why What days you do it on Describe what you don't like doing and why Ask someone if they like something, what they like/prefer, what they don't like	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read an email from a penfriend, and answer the questions in English. Read the text and complete the following statements.</li> <li>✓ <b>Writing</b> – Pretend you are Khadija and write a paragraph, using the given information. Describe what you like to do, when and what you don't like to do, and why.</li> <li>✓ <b>Listening</b> – Match the activities with the correct days. Listen to students talking and complete the grid.</li> <li>✓ <b>Speaking</b> – In pairs ask and answer questions about what you prefer to do. In a small group each say what you like doing and when, then what you don't like doing and why.</li> </ul>	Clubs and activities for children in the Arab world
<b>Unit 3</b> <b>Me</b>	Describe yourself – appearance and characteristics	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read an Arabic text and identify key phrases (phrases give in English).</li> </ul>	Role play – speaking or writing – pretend you are

<p><b>Lesson Objective – More about yourself</b></p>	<p>Nationality Where you live (expand) Talk about your family – siblings (older or younger), characteristics, What you like to do</p>	<p>Match the Arabic and English phrases.</p> <ul style="list-style-type: none"> <li>✓ <b>Writing</b> – Write to a student in a sister school introducing and describing yourself. Answer the questions in Arabic, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to Zara describing her family, complete the grid. Listen to Zara and answer true or false to the statements.</li> <li>✓ <b>Speaking</b> – Speak about yourself after making a few notes first. In pairs interview each other using the questions given.</li> </ul>	<p>from an Arab country, say where you are from and describe yourself and your family. Include what you like to do.</p>
<p><b>Unit 4</b> <b>My parents and friends</b></p> <p><b>Lesson Objective – Talking about your parents and what they do. Using masculine and feminine agreement.</b></p>	<p>Describe your parents Talk about what your parents do, and where Describe another family member’s job Describe your friends, why you like them</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read 4 texts about parents and their jobs and answer questions in English. Match the Arabic phrases (Descriptive) with their English equivalent.</li> <li>✓ <b>Writing</b> – Write a small text about your parents. Complete the text with the missing adjectives, which are given in their English equivalent, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to a description of peoples jobs and their place of work, identify the the correct combination from the pictures provided. Listen to a description of 3 people and fill in the table provided.</li> <li>✓ <b>Speaking</b> – In pairs ask questions about each others parents and answer the questions. Talk about your best friend.</li> </ul>	<p>Parents in the Arab world – do they both work?</p>
<p><b>Unit 5</b> <b>Leisure Centres and your favorite sport</b></p> <p><b>Lesson Objective – Saying what you have done. The perfect tense and future tense.</b></p>	<p>Describe what you can do at a leisure centre Days of the week Times Talk about a past visit to a leisure centre Famous sports people Opinions</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Fill in the missing words in a text from a given list of words. Find the Arabic words that match the given English equivalent in a text, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Write an article about the previous week at your local leisure centre for your school magazine. Fill in the missing words in a text about</li> </ul>	<p>Famous Arab sports people  Sports in the Arab world  Famous arenas/grounds</p>

		<p>someones favorite hobby, from a list of given words.</p> <p>✓ <b>Listening</b> – Listen to an advert about a leisure centre. Complete the grid – Where, day, time, sport.</p> <p>Listen to the description of a famous sports personality and complete the table.</p> <p>✓ <b>Speaking</b> – Talk about what people do and when from the given table of information.</p> <p>In pairs – talk about your favorite hobby and ask two questions to your partner about their favorite hobby.</p>	
<p><b>End of module test</b></p> <p>Revision</p> <p>End of module summative assessment</p>			
<b>Module 2</b>			
Topic	Content	Activities	Cultural capital
<p><b>Unit6</b></p> <p><b>TV and Cinema</b></p> <p><b>Lesson Objective – Discussing TV and cinema.</b></p>	<p>Talk about different types of TV programme and films.</p> <p>Opinions and reasons.</p> <p>How often, when, with who</p> <p>Families likes and dislikes</p>	<p>✓ <b>Reading</b> – From a cinema schedule answer questions about the films on offer, types, times, etc.</p> <p>Read a letter from your penfriend and answer the questions.</p> <p>✓ <b>Writing</b> – Write a paragraph about you, your family, TV and cinema.</p> <p>Copy and complete the sentences, using the information given (info in English), use a dictionary if needed.</p> <p>✓ <b>Listening</b> – Listen to a conversation and fill in the missing words in a text from a given list.</p> <p>Listen and complete the grid.</p> <p>✓ <b>Speaking</b> – In pairs ask each other and answer 3 questions (a list of more than 3 questions given).</p> <p>In a small group talk about a specific TV programme you like.</p>	<p>Famous actor in the Arab world – TV and film</p> <p>Films and TV programmes in the Arab world</p>
<p><b>Unit7</b></p> <p><b>Going out or not?</b></p>	<p>Say when you are going out, the occasion, the cost, who with, where you will meet</p>	<p>✓ <b>Reading</b> – Read 4 announcements/adverts (Film/festival/concert/play/dance) and answer true or false to a set of questions.</p>	<p>Popular activities to do with friends in the Arab world</p>

<p><b>Lesson Objective – Arranging to go out. Explaining why you can't do something.</b></p>	<p>Talk about cinema, festivals, concerts, theatre, dance Opinions and reasons Apologies and reasons why you can't go somewhere.</p>	<p>Read 3 emails about going out and why they can't go and answer the questions in English.</p> <p>✓ <b>Writing</b> – Write 2 announcements/adverts about different performances, ideas given . Answer set questions - reasons about not being able to go out are given in English, use a dictionary if needed. (Why does Ahmed have to stay in this weekend? Why is Salma unhappy with her parents? Why can't Hassan go to the city with his parents? Etc)</p> <p>✓ <b>Listening</b> – Listen to arrangements being made, identify the correct pairs from a list of options. Listen to people talking about why they can't go out – identify the person that is talking from illustrations given.</p> <p>✓ <b>Speaking</b> – In pairs talk about an advert – when, how much, where you will meet. In pairs ask and answer questions on saying why you can't do something – from sets of given pictures.</p>	
<p><b>Unit8</b> <b>It wasn't bad!</b></p> <p><b>Lesson Objective – Describing what you did and stating your opinion. Using the perfect and imperfect tenses.</b></p>	<p>Talk about when you did something Talk about where you went and with who Talk about what you thought about it – positive and negative opinions and reasons</p>	<p>✓ <b>Reading</b> – Match Arabic words (opinions) with their English equivalent (using a dictionary if needed). Wordsearch, clues given in English, use a dictionary if needed.</p> <p>✓ <b>Writing</b> – Email your cousin about last weekend, mention your family and friends (use more than one tense). Copy and complete the sentences, missing information is given in English, use a dictionary if needed.</p> <p>✓ <b>Listening</b> – Listen to people talking about last weekend and list in Arabic the activity and their opinion. Listen to students describing what they did, identify which students the following sentences relate to.</p> <p>✓ <b>Speaking</b> – In pairs form a conversation using details from a given table.</p>	<p>Activities available in the different countries. Describe the most recent one they have done.</p>



		Interview your partner about last weekend for the school radio.	
<b>Unit9</b> <b>Sporting event</b>  <b>Lesson Objective – Describing a sporting event.</b>	Talk about sporting events. Opinions and reasons Describe a sporting event Describe your favorite sport, events you have seen, how it was What sporting events are you going to in the future	✓ <b>Reading</b> – Reading a text and answer true or false to the questions. Read a text and translate the highlighted words into English (use a dictionary if needed). ✓ <b>Writing</b> – Describe a sports event – using different tenses. Email a penfriend about a future event. ✓ <b>Listening</b> – Listen to a sports fan and fill in the missing words in the text from a list provided. Listen to Rashid and note down 5 pieces of information. ✓ <b>Speaking</b> – In pairs, interview each other for school radio, questions given. In a small group each talk about a sporting event you have been to or watched on TV.	Arab sporting events  Famous teams  Pan Arab Games  Formula 1
<b>Unit 10</b> <b>Which one?</b>  <b>Lesson Objective – Describing what you saw or read. Expressing complex ideas in a simple way.</b>	Talking about what you have seen or read Description, opinions, reasons	✓ <b>Reading</b> – Read a film description and answer questions about the text in English. Read a text and answer true or false to questions. ✓ <b>Writing</b> – Write a review for the school magazine on the last film you have seen or book you have read. Copy and complete the sentences, use a dictionary if needed. ✓ <b>Listening</b> – Listen to a film/book review and fill in the missing words from the text. Listen to students and complete the grid. ✓ <b>Speaking</b> – In pairs – say 3 or 4 phrases about a film or book and your partner can guess which film or book you are describing. In pairs, take it in turns to describe and guess films and books from a sheet of film and books (with diagrams) provided.	Famous Arabic films/books  Famous authors
<b>End of module test</b> Revision End of module summative			

assessment			
Module 3			
Topic	Content	Activities	Cultural capital
<b>Unit 11</b> <b>My Home and my room.</b>  <b>Lesson Objective – Talking about where you live. Talking about your own room.</b>	Types of homes Describe rooms in your home and what you do in them Furniture How long you have lived there What you do in your room Say where things are Compare your rooms Opinions and reasons Numbers Adjective agreement	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read 8 sentences and choose the correct response (two endings given to each sentence) to the diagrams supplied. Pair the building with the correct definition, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Describe your ideal room, giving opinions and reasons. Write an advert for a real estate company about your home, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen and put the diagrams in the order they are in the audio. Who is talking about which room?</li> <li>✓ <b>Speaking</b> – In pairs say where you would put certain objects in your home, list of objects provided.</li> <li>✓ In pairs answer the set question about a diagram you are given.</li> </ul>	Homes in the Arab world – apartments, villas.  Furniture in Arab homes
<b>Unit 12</b> <b>My Town</b>  <b>Lesson Objective – Talking about a town. Finding your way around.</b>	Places and services in the town Out and about Asking and giving directions. Public Transport Problems and solutions What is available for visitors	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the sentences, use a dictionary if needed. Fill in the missing words from a table of words, some will be Arabic and some will be English, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Describe your town, including certain information (provided). Answer set questions, eg. about places in town, problems and solutions, what visitors can do, etc.</li> <li>✓ <b>Listening</b> – Listen to directions being given, list where they are wanting to go and how they need to get there. Listen to a town description and answer the questions in English.</li> <li>✓ <b>Speaking</b> – In pairs ask and give directions to specific places on a town plan. In pairs take it in turns to say what there is to do in your town, a sentence each – 8</li> </ul>	Use capital cities and famous cities/towns in the Arab World  Transport in Arab countries

		sentences in total.	
<b>Unit 13</b> <b>Where you have lived</b>  <b>Lesson Objective - Compare where you used to live and where you live now. Using the imperfect tense.</b>	Home, place, country How long When you moved Where you prefer Advantages/disadvantages	✓ <b>Reading</b> – Read a text and answer true, false or not mentioned to questions written in English. Read a text then fill in the missing verbs in phrases relating to the text, changing the tense if needed. ✓ <b>Writing</b> – Email a penfriend about where you live and where you lived, giving information. Write an article for the school magazine about where you prefer to live, when you lived there and why you prefer it. ✓ <b>Listening</b> – Listen to three students and complete the grid – where, advantage, disadvantage, other details for before and now. Listen to three students and match the two lists of sentences. ✓ <b>Speaking</b> – In pairs ask set questions, answers taken from a table of information about 3 people. In pairs each answer a set of set questions about advantages and disadvantages of where you live.	Compare country life with city life in Arab countries.
<b>Unit 14</b> <b>Where I live</b>  <b>Lesson Objective - Talking about where you live. Discussing the advantages and disadvantages of where you live.</b>	North, south, east, west Town, village, city, countryside, mountains, coast, etc Places and services How long you've lived there Advantages/disadvantages	✓ <b>Reading</b> – Read a text and copy the Arabic phrases for the English phrases listed. Read the text's and identify the correct matching picture. ✓ <b>Writing</b> – Email a penfriend about advantages and disadvantages of where you live. Write a describe of where you live for a travel magazine. ✓ <b>Listening</b> – Listen to Adam and complete the table about his advantages and disadvantages. Listen to Adam and answer the following questions in English. ✓ <b>Speaking</b> – In pairs each say 3 advantages and 3 disadvantages about where you live.	Use Arab countries and their cities/towns.

		In pairs ask and answer questions in order to complete a questionnaire.	
<b>Unit 15</b> <b>Arab World</b>  <b>Lesson Objective – Talking about life in an Arabic speaking country.</b>	Countries, Capital cities Regions Homes History Description of places What is there Population Languages spoken	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text and answer the questions in English. Read a text and choose the 4 correct phrases in English (8 phrases given).</li> <li>✓ <b>Writing</b> – Write an article for the school magazine, use a dictionary if needed. Fill in the missing words in a text from a list given, use a dictionary if needed.</li> <li>✓ <b>Listening</b> – Listen to a conversation and answer the questions in English. Listen to an interview and choose the correct answer, ab or c from the answers supplied to set questions.</li> <li>✓ <b>Speaking</b> – In a group of 3 summarize (in Arabic) 3 main points about the information given (in English), use a dictionary if needed, present back to the class. In pairs interview your partner using the information given.</li> </ul>	Use capital cities and famous cities from different Arab speaking countries.  Other languages spoken in Arab speaking countries
<b>End of module test</b> Revision End of module summative assessment			
<b>Module 4</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit 16</b> <b>Let's go shopping</b>  <b>Lesson Objective – Shopping for food and clothes.</b>	Food Clothes and cloours Numbers – volume, weight, size, etc Money Asking how much? What size? Containers – box, bottle, jar, packet, tub, etc	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Put the conversation between a shop assistant and a customer in the correct order. Read and complete the text using the list of words (or diagrams) provided.</li> <li>✓ <b>Writing</b> – Complete the conversation using the diagrams given. Label the diagrams.</li> <li>✓ <b>Listening</b> – Listen and identify the items mentioned from a sheet of diagrams. Listen to a conversations and complete the grid about who is buying what, how</li> </ul>	Food in the Arab world  Clothes in the Arab world

		<p>much/size and the cost.</p> <p>✓ <b>Speaking</b> – In pairs have a conversation using the information given. In pairs tell each other what you want to buy, from the sheet given and your partner has to note down the information, take it in turns.</p>	
<p><b>Unit 17</b> <b>Making Plans</b></p> <p><b>Lesson Objective – Talk about making plans. Using the future tense.</b></p>	<p>Where you are going When you are going What you need to buy How you will get there Where you will sleep How you get your tickets</p>	<p>✓ <b>Reading</b> – Read a text and text and identify the Arabic from the English phrases given, use a dictionary if needed. Read a text and answer true or false to the questions.</p> <p>✓ <b>Writing</b> – Imagine you are organizing a picnic at the beach. Email a friend inviting them and giving details. Put the jumbled up sentences in the correct order.</p> <p>✓ <b>Listening</b> – Listen to Layla talking about going to a music festival, put the phrases (and diagrams) in the order you hear them. Listen to 5 people describing their arrangements and write down who the following phrases relate to.</p> <p>✓ <b>Speaking</b> – In pairs imagine you are going on a camping trip, using the given information have a conversation. In pairs talk about a party you are arranging.</p>	<p>Upcoming events in the different Arab Countries</p>
<p><b>Unit 18</b> <b>Travel</b></p> <p><b>Lesson Objective – Making travel arrangements.</b></p>	<p>Types of travel Buying a ticket, types of ticket Asking when the mode of transport leaves and when it will arrive Times, days</p>	<p>✓ <b>Reading</b> – Read a text and find the Arabic equivalent for the English given. Read the speech bubbles and match them with places you find at a station/airport.</p> <p>✓ <b>Writing</b> – Write a description about a journey including the information requested. Put the jumbled up sentences in the correct order.</p> <p>✓ <b>Listening</b> – Listen to Yassine talking about his plans and list the phrases in the order he says them. Listen to 3 people and complete the grid about their journey's.</p>	<p>Travel options in the Arab world, how countries differ.</p>

		<ul style="list-style-type: none"> <li>✓ <b>Speaking</b> – In pairs complete the conversation about a journey, change roles and choose different words to complete the same conversation. In pairs have a conversation about a journey, choose one each from the tickets given (place, single, 1st class, cost, times, platform)</li> </ul>	
<p><b>Unit19</b> <b>Fashion</b></p> <p><b>Lesson Objective – Talk about buying clothes. Talking about fashion. Using all tenses.</b></p>	<p>Clothes Descriptions – big, small, long, short, expensive, fashionable, etc Shops you prefer and why Opinions on fashion and designer clothes What you like to wear</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a description about a shop and the type of clothes it sells and answer the questions with true or false. Read a Hussein’s blog about fashion and choose the correct phrases from a given list (the list is in English).</li> <li>✓ <b>Writing</b> – Imagine you are a celebrity and write a blog about your style, use different tenses. Write about you favorite clothes for an article in the school magazine, giving opinions and reasons, and using different tenses.</li> <li>✓ <b>Listening</b> – Listen to people saying what they wanted to buy and what the problem was, match the diagrams with the reasons. Listen to 4 people and say whether each one has a positive or negative opinion of fashion, or neither.</li> <li>✓ <b>Speaking</b> – In pairs, role play buying clothes, taking it in turns. In a small group say what fashion means to you and why.</li> </ul>	<p>Fashion in the Arab world.</p> <p>Famous shops in the Arab world</p> <p>Fashion designers</p> <p>National dress</p>
<p><b>Unit 20</b> <b>Special Occasions and events.</b></p> <p><b>Lesson Objective – Describing special occasions and events.</b></p>	<p>Talk about special occasions. What, when, why, how Opinions and reasons Describe your last birthday and presents Describe your favorite celebration, how you celebrated it last time, how it was What festivals/celebrations are you going to in the future</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Reading comprehension – true or false. Read a text and translate the highlighted words into English (use a dictionary if needed).</li> <li>✓ <b>Writing</b> – Describe a special occasion – using different tenses. Email a penfriend about a future event.</li> <li>✓ <b>Listening</b> – Listen to 3 people and complete, the following phrases in Arabic, use a dictionary if needed.</li> </ul>	<p>Arabic festivals</p> <p>How birthdays are celebrated</p>

		<p>Listen to Rashid and note down at least five pieces of information.</p> <p>✓ <b>Speaking</b> – In pairs, interview each other for school radio, questions given. In a small group each talk about a special occasion, can be past or future.</p>	
<p><b>End of module test</b></p> <p>Revision</p> <p>End of module summative assessment</p>			
<b>Module 5</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<p><b>Unit 21</b></p> <p><b>School subjects</b></p> <p><b>Lesson Objective – Talking about school subjects. Giving opinions about school subjects.</b></p>	<p>Subjects</p> <p>Expressions of time – in the morning, in the afternoon, after school, followed by, then, next, etc</p> <p>Time</p> <p>Opinions – I prefer, I love, I like, I hate</p> <p>Reasons</p>	<p>✓ <b>Reading</b> – Match the words/sentences and pictures. Look at the diagrams, then read the 5 texts and match them with the correct diagram.</p> <p>✓ <b>Writing</b> – Write a list of your subjects and then form a sentence giving your opinion and your reason. Write a letter to your penfriend telling them which lesson you prefer, also like, don't like and why, also describe one of your teachers.</p> <p>✓ <b>Listening</b> – Listen and match the time with the lesson. Listen to three students talking about four subjects and complete the grid – like, OK, dislike and also the reason (8 options given).</p> <p>✓ <b>Speaking</b> – In pairs ask each other what time it is and answer using the diagram given. In pairs ask and answer questions on subjects and opinions.</p>	<p>Subjects studied in the Arab world – same and different</p> <p>Exams</p>
<p><b>Unit 22</b></p> <p><b>My Day</b></p> <p><b>Lesson Objective – Talking about your school day.</b></p>	<p>Morning routine before school</p> <p>How you get to school</p> <p>Do you live near school</p> <p>School timetable</p> <p>Lessons</p> <p>Breaks/lunch</p>	<p>✓ <b>Reading</b> – Read the timetable then say which days the following students are talking about. Read the text about Adil's day and answer the questions with true or false.</p> <p>✓ <b>Writing</b> – Write a blog about your day</p>	<p>School times and days</p> <p>How children get to school</p> <p>Lessons</p> <p>Lunch</p> <p>Start and finish times</p>



	<p>What time you finish Do you stay after school?</p>	<p>yesterday. Write 5 questions you would ask someone about their day, then answer them yourself.</p> <p>✓ <b>Listening</b> – Listen to Adil and Aisha taking about their day, answer the questions for each student. Listen to Adil and Aisha talking about their day and identify which set of diagrams applies to which student (3 sets to choose from).</p> <p>✓ <b>Speaking</b> – In pairs talk about what you did this morning before arriving at school. In pairs ask and answer the set questions.</p>	
<p><b>Unit 23</b> <b>Differences</b></p> <p><b>Lesson Objective – Talking about your school. Comparing schools in the Arab world and England.</b></p>	<p>State or private How many pupils? Mixed or girls only or boys only? Ages when you started different schools – primary, secondary Uniforms When you take exams When you will leave school More/less Bigger/smaller Uniforms? Better/worse Negative expressions Talk about what it would be like to go to an Arab school</p>	<p>✓ <b>Reading</b> – Read a schools web page and fill in the form – name, number of pupils, number of teachers, hours, % who eat school meals, etc. Read a description from Jamila and the correct option in the following comparative sentences, eg. less or more</p> <p>✓ <b>Writing</b> – In a group prepare a website/poster about your school. Write an article about the differences between British and Arab schools.</p> <p>✓ <b>Listening</b> – Listen to Jamila and complete the responses to the following questions. Listen to Jamila and answer the following statements with true or false.</p> <p>✓ <b>Speaking</b> – In pairs discuss the differences between British and Arab schools using the template given. In pairs talk about the advantages and disadvantages of school uniforms, whether you agree with them or not.</p>	<p>Schools – state or private? Uniforms? Mixed? Exams</p> <p>An article describing an Arab school and one describing an English school</p>
<p><b>Unit 24</b> <b>Respect the rules!</b></p> <p><b>Lesson Objective – Discussing school rules and pressures.</b></p>	<p>You must..... It is forbidden to .....</p> <p>Pressures – need advise, friendships, work harder, feel over loaded, forgotten what you’ve learnt, parents don’t help with homework, parents are strict</p>	<p>✓ <b>Reading</b> – Read the letter from Adil and the advice given, find the 4 phrase that match (8 phrases are given in English). Read the text about pressures and advice, and answer the following questions.</p> <p>✓ <b>Writing</b> – Write a list of 6 rules/regulations at your school.</p>	<p>School rules in the Arab world – are they different?</p> <p>Pressures in the Arab world – are they different?</p>

	Advice – eating, resting, sleeping, revision, homework, exercise	<p>Write a blog about pressures in school and how you deal with them.</p> <ul style="list-style-type: none"> <li>✓ <b>Listening</b> – Listen and note down for each person which rule/regulation they are talking about. Listen to the advice given to the 4 students and note down what it is.</li> <li>✓ <b>Speaking</b> – In pairs, each describe one of the pictures – you must/you must not... In pairs talk about what you can do to help your learning.</li> </ul>	
<b>Unit 25</b> <b>What do you want to do?</b>  <b>Lesson Objective – Talking about future plans. Using the future tense.</b>	When you leave school When you leave college Later in life What you want from life	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the beginnings and the endings of the 5 sentences. Read what 2 students have to say and answer the following statements with true or false.</li> <li>✓ <b>Writing</b> – Copy and complete the text, the missing words are given, also the highlighted verbs need putting into their future tense. Write an email telling your penfriend what you want to do when you leave school.</li> <li>✓ <b>Listening</b> – Listen and fill in the missing words in the sentences given. Listen and identify the verbs in their future tense.</li> <li>✓ <b>Speaking</b> – In pairs say what you are going to do, what you want to do, and what you would like to do when you leave school. In pairs say what you are going to do, what you want to do, and what you would like to do later in life.</li> </ul>	Colleges/ Universities in the Arab world Oldest university Opportunities in life
<b>End of module test</b> Revision End of module summative assessment			
<b>Module 6</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>

<p><b>Unit 26</b> <b>Money, money</b></p> <p><b>Lesson Objective – Discussing jobs and money. Talking about part-time jobs. Looking for detailed meaning in a text.</b></p>	<p>Pocket money Ways to earn pocket money What do you spend it on? Do you save? Why? What for? Do you have a part time job? Eg. babysitting, shop assistant, supermarket, paper round, waiter/waitress, farm hand, sports centre, etc When, where, what you do, how much you earn, opinions</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the images to the phrases, use a dictionary if needed. Read the text about different students and their pocket money, then answer the following questions.</li> <li>✓ <b>Writing</b> – Look at the images and imagine you are Mohammed or Lina and write a paragraph using the images. Write about a part-time job, real or imaginary.</li> <li>✓ <b>Listening</b> – Listen and match the person with what they do to help at home. Listen to how students earn pocket money and complete the grid – how much, what they do and when, and what they spend it on.</li> <li>✓ <b>Speaking</b> – Conduct a survey by asking 5 class mates what they do to help at home. In pairs ask set questions and answer using the diagrams given and your imagination.</li> </ul>	<p>Pocket money in the Arab world.</p> <p>What children spend money on.</p> <p>Legal age to work?</p>
<p><b>Unit 27</b> <b>Jobs!</b></p> <p><b>Lesson Objective – Discussing different jobs. Being able to form questions.</b></p>	<p>Different Jobs What is involved Likes and dislikes Advantages and disadvantages Ask someone about their job</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the phrases to the pictures, use a dictionary if needed. Read the text and fill in the missing words from the list given, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Write a paragraph about Rashid or Latifa using the information given. Write a paragraph about a job one of your parents does, giving details and opinions.</li> <li>✓ <b>Listening</b> – Listen to 5 people talking about their jobs and complete the grid with advantages and disadvantages. Listen to an interview and put the questions listed into the order you hear them.</li> <li>✓ <b>Speaking</b> – In pairs conduct an interview using the limited information given, one of you asking and the other answering. In pairs complete the given sentences about what job you would like to and why, and what job you wouldn't like to do and why.</li> </ul>	<p>Job opportunities in the Arab world</p>

<p><b>Unit 28</b> <b>Finding a job.</b></p> <p><b>Lesson Objective – Applying for jobs. Using formal language.</b></p>	<p>Job adverts Be able to say where you have worked What characteristics you have What abilities you have</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the adverts and answer the following English questions. Read the advert and fill in the missing words in the application letter, a list of words is given, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Choose an advert and write a letter of application. Write a CV with the information given to you.</li> <li>✓ <b>Listening</b> – Listen to the phrases used when speaking on the telephone, match the phrase with the English translation. Listen to the conversation and fill in the missing words in the text given.</li> <li>✓ <b>Speaking</b> – In pairs complete the telephone conversation given to you. In pairs talk about where you have worked using the information given.</li> </ul>	<p>Job adverts in the Arab world – where you find them, what they look like,</p>
<p><b>Unit29</b> <b>That’s not right!</b></p> <p><b>Lesson Objective – Discussing problems at work.</b></p>	<p>Too much work! Discrimination – disability, racism, sexism, ageism, etc Respect Unemployment</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the statements of 8 young people and identify the matching pairs. Read the text and answer the questions.</li> <li>✓ <b>Writing</b> – Translate the given English phrases into Arabic, use a dictionary if needed. Write a paragraph about an issue you feel strongly about.</li> <li>✓ <b>Listening</b> – Listen and note which problem they are talking about from the provided list. Listen to three people talking and complete the grid with the required information.</li> <li>✓ <b>Speaking</b> – In pairs answer two question, giving details, a rough guide is given. In pairs translate the English phrases into Arabic, use a dictionary if needed.</li> </ul>	<p>Issues in the Arab world – Disabled workers Gender equality Ethnic groups Unemployment</p>
<p><b>Unit 30</b> <b>Work experience</b></p> <p><b>Lesson Objective – Talking about work experience.</b></p>	<p>Where, how long for What you did Why you chose it Opinions and reasons</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Match the students and their statements with the diagrams of the work places. Read Rashid and Hanan’s account of their work experience and answer the questions with true or false.</li> <li>✓ <b>Writing</b> – Look at the images and write a</li> </ul>	<p>Work experience opportunities for Arab school children.</p>

		<p>sentence for each. Write an article for the school magazine about work experience – is it a good thing or not?</p> <ul style="list-style-type: none"> <li>✓ <b>Listening</b> – Listen to the students and identify who is talking on your sheet. Listen to the students and note down the students opinions and reasons.</li> <li>✓ <b>Speaking</b> – In pairs ask set questions and answer using the details given in English. In pairs talk about where you want to do your work experience and why.</li> </ul>	
<b>End of module test</b> Revision ative End of module summa assessment			
<b>Module 7</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit31</b> <b>The weather</b>  <b>Lesson Objective – Talking about the weather. Using the past, present and future tenses.</b>	What was the weather like What is the wether like What will the weather be like	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – What season is it? Complete the sentences with the correct season. Read a wether report, then choose the two correct images for each region.</li> <li>✓ <b>Writing</b> – Copy and complete the sentences, the beginning of the sentence is given and the end (weather) is shown as diagrams. Write a weather forecast for today and tomorrow, using the given information.</li> <li>✓ <b>Listening</b> – Listen to the weather in certain areas/regions and complete the grid. Listen to Khalid talking about the weather and say whether the written statements are true or false.</li> <li>✓ <b>Speaking</b> – In pairs talk about the weather using the wether map, and compass given. In pairs discuss the weather that is shown in the grid and compete the grid with the past, present and future tense for each weather.</li> </ul>	Arabic weather forecast  Different weather in different Arab countries – eg. Snow in Morocco Rain and cyclones in Comoros Sand storms in the UAE

<p><b>Unit32</b> <b>Choosing a hotel</b></p> <p><b>Lesson Objective – Talking about hotels and travelling. Using comparatives.</b></p>	<p>Hotel facilities What is available, the rooms, how much, what it is near Ways of travel – plane, ferry, train, etc More/less/better Reasons for choosing</p>	<p>✓ <b>Reading</b> – Look at the adverts for two hotels and look at the statements, identify which hotel they talk about. Read an email and answer the English questions in English.</p> <p>✓ <b>Writing</b> – Write an advert for your ideal hotel. Write an email to your friend describing the hotel you are going to stay at and how you are getting there.</p> <p>✓ <b>Listening</b> – Listen to a conversation and say which Hotel they are talking about, you have four options given. Listen to people talking about why they chose to travel a certain way, match the diagrams to the phrases.</p> <p>✓ <b>Speaking</b> – Role play, in pairs – you want to find out information from the hotel receptionist about the hotel, then change roles In pairs say which way you prefer to travel and why, and then which way you don't like to travel and why.</p>	<p>Different types of hotels in the Arab world</p> <p>Means of travel</p>
<p><b>Unit33</b> <b>Planning a holiday.</b></p> <p><b>Lesson Objective – Making holiday plans and talking about a destination.</b></p>	<p>Where, with who, doing what, when Usually ..... This year .... Hotel, camping, caravan, etc What is there – amenities, activities, sights, etc Opinions and reasons</p>	<p>✓ <b>Reading</b> – Read what 6 people have written and complete the grid - where, who with, does what, when. Read the letter and choose the correct option to finish the following statements.</p> <p>✓ <b>Writing</b> – Write a paragraph for Mohammed and Malik using the information given. Write to your friend saying what you usually do and what you are doing this year.</p> <p>✓ <b>Listening</b> – Listen and choose the correct diagram for each person – where, to do what, opinion. Listen and complete the English sentences.</p> <p>✓ <b>Speaking</b> – In pairs talk about what you usually do and what you are doing this year – where and activity. In pairs, each talk about your favorite destination, giving details and opinions.</p>	<p>Where do people who live in the Arab world go on holiday</p>

<p><b>Unit34</b> <b>Eating out</b></p> <p><b>Lesson Objective – Talk about eating out. Saying what you would like.</b></p>	<p>Where to eat out What to eat What to drink Say if you have a reservation or not Say how many people in your party Different courses Asking for the bill Descriptions of food – too sweet, too salty, too dry, not cooked enough, delicious, etc</p>	<p>✓ <b>Reading</b> – Read the menu then pair the questions with their answers. Read an article from a food critic and answer the following questions.</p> <p>✓ <b>Writing</b> – Write a paragraph about a meal you went out for and your opinion. Write a sentence for each person, the information needed is given as images.</p> <p>✓ <b>Listening</b> – Listen to Yousef and Amal at the restaurant and say whether the following statements are true, false or not mentioned. Listen to people talking and complete the grid – who, starter, opinion, main course, opinion.</p> <p>✓ <b>Speaking</b> – In pairs, using a menu to order food and drink and ask how much it is. In pairs ask and answer the set questions using the information given.</p>	<p>Places to eat out – cafes, restaurants, etc</p> <p>Arabic restaurant reviews</p>
<p><b>Unit 35</b> <b>Holidays</b></p> <p><b>Lesson Objective – Talking more about holidays. Using different tenses.</b></p>	<p>Types of holiday – sporty, active, cultural, relaxing, etc Talk about a past holiday Talk about a holiday you would like to go on Description Opinions and reasons</p>	<p>✓ <b>Reading</b> – Read a text and identify the different tenses. Read the 4 texts written by people about their holidays, then complete the grid.</p> <p>✓ <b>Writing</b> – Write a description of a holiday from a picture postcard, describe the resort, how you got there, who went, where you stayed, what it was like, activities and opinions, weather, future plans/ideal holiday. Write an article for the school magazine about your last holiday, giving details, descriptions, and opinions.</p> <p>✓ <b>Listening</b> – Listen to 4 people talking holidays and complete the grid – usual, this year, last year. Listen to a description of a holiday and identify which holiday it refers to from the three options given.</p> <p>✓ <b>Speaking</b> – In pairs, ask set question and give answers using the 4 texts provided, take it in turns. In pairs, talk about the three holiday</p>	<p>Different holiday options in the Arab world</p>

		options you have been given, give opinions.	
<b>End of module test</b> Revision End of module summative assessment			
<b>Module 8</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>
<b>Unit36</b> <b>Food and Drink</b>  <b>Lesson Objective – Talking about food and drink.</b>	Food and drink Mealtimes Snacks Opinions	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text about what a student eats and doesn't eat, then indicate yes or no to the digrams. Read the three texts and indicate which foods the students eat at the canteen from the pictures.</li> <li>✓ <b>Writing</b> – Write down what you eat before and after school. Write down what you eat and drink at school.</li> <li>✓ <b>Listening</b> – Listen to Ahmed and Salma talking about what they eat and drink during the week and at the weekend, then complete the grid. Listen to school canteen conversations and note down what each person chooses.</li> <li>✓ <b>Speaking</b> – In pairs ask and answer the set questions, take it in turns asking and answering. In pairs talk about what you ate and drank yesterday.</li> </ul>	Arabic food and drink  National dishes  Restricted/banned food and drink  School meals in the Arab world
<b>Unit37</b> <b>How are you?</b>  <b>Lesson Objective – Talking about parts of the body and saying where it hurts. Talking about what is wrong with you.</b>	Parts of the body Illnesses Injuries First aid kit – scissors, bandages, plasters, antiseptic cream, etc Explaining what is wrong Visiting the doctor Visiting the dentist Prescription/medication Say what you have to do and what you would be better doing	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Label a diagram of a person with body parts, the list is given, use a dictionary if needed. Read three notes from students about why they can't come to school today, answer the questions with true or false.</li> <li><b>Writing</b> – Write a text message to your friend about why you are going to school today. Write advice to the 6 people regarding their problems, use the informative</li> </ul>	Health care in the Arab world – state or private  Pharmacies in the Arab world



		<p>diagrams given.</p> <ul style="list-style-type: none"> <li>✓ <b>Listening</b> – Listen to people talking about an illness or injury – Note down the part of the body. At the doctors office, listen and fill in the missing information in the transcript from the list of words provided.</li> <li>✓ <b>Speaking</b> – In pairs choose a part of the body and your partner guesses what's wrong by asking questions. Role play – at the doctors/dentists, use the sheet provided and discuss as doctor/dentist and patient.</li> </ul>	
<p><b>Unit38</b> <b>Good Health</b></p> <p><b>Lesson Objective – Talking about a healthy lifestyle. Using adverbs.</b></p>	<p>Healthy eating and drinking Food and drink Exercise Sport Sleep</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and find the Arabic equivalent for the list of English phrases, use a dictionary if needed. Read the statements and match them with the diagrams.</li> <li>✓ <b>Writing</b> – Email your penfriend about how you keep fit, and stay healthy, use a dictionary if needed. Write some advice for Adam and Lalya about how they can be healthier, use the information given to help you.</li> <li>✓ <b>Listening</b> – Listen to the description of food and drinks and note down whether they are good for you or not, and the reason. Listen to what people do to stay healthy and match them with the diagrams.</li> <li>✓ <b>Speaking</b> – In pairs ask each other the set questions and answer them, take it in turns. Ask 4 class mates what they do to stay healthy and fill in the survey.</li> </ul>	<p>Health promotion in the Arab world</p>
<p><b>Unit39</b> <b>Addictions</b></p> <p><b>Lesson Objective – Discussing addictions and other problems. Giving your opinion.</b></p>	<p>Smoking Alcohol Drugs Anorexia Opinions and reasons</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and find the 4 correct English statements out of a list of 8. Read the 4 paragraphs and identify the problem and the reason for each.</li> <li>✓ <b>Writing</b> – Write about your lifestyle, food, keeping fit, what is healthy or not, past eating habits, views on smoking and</li> </ul>	<p>Addictions in the Arab world</p>

		<p>drinking. Write an article for the school magazine about problem faced by young people.</p> <p>✓ <b>Listening</b> – Listen to Yasmin describing her lifestyle and views on smoking and drugs, answer the question in English. Listen to Rashid talking about his views on smoking, drugs, alcohol and weight, fill in the missing words in the text.</p> <p>✓ <b>Speaking</b> – In pairs discuss what you think are the most serious problems for young people and why. In a small group prepare a presentation about a problem, each saying at least two sentences when you present back.</p>	
<p><b>Unit 40</b> <b>Relationships</b></p> <p><b>Lesson Objective – Talking about family relationships.</b></p>	<p>Marriage Children Partners Separated Divorced Argue Opinions and reasons</p>	<p>✓ <b>Reading</b> – Read the 3 texts and answer the questions. Read the texts and find the Arabic for the English listed.</p> <p>✓ <b>Writing</b> – Write a paragraph about what you want in the future – fall in love, get married, have children???</p> <p>Write a letter to your penfriend about your family – immediate and extended.</p> <p>✓ <b>Listening</b> – Listen to the students and note down who wants to marry, or not and why. Listen to the students talking about their families and complete the grid with the required information.</p> <p>✓ <b>Speaking</b> – In pairs ask the set questions and answer them, take it in turns. In pairs talk about the diagrams.</p>	<p>Marriage in the Arab world Divorce in the Arab world</p>
<p><b>End of module test</b> Revision End of module summative assessment</p>			
<b>Module 9</b>			
<b>Topic</b>	<b>Content</b>	<b>Activities</b>	<b>Cultural capital</b>

<p><b>Unit41</b> <b>World Issues</b></p> <p><b>Lesson Objective – Discussing world issues.</b></p>	<p>Poverty, war, disease, famine, terrorism, global warming</p> <p>Description</p> <p>Opinions</p> <p>We can ....</p> <p>Sponsor a child,organise collections, write to the government, buy fair trade products, donate, voluntary work</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read a text and fill in the missing words from the given list. Read 8 phrases and choose the second part of the phrase from the list provided, use a dictionary if needed.</li> <li>✓ <b>Writing</b> – Write a response to 4 set questions about what you can do about ... Design a poster about one issue and how we can help.</li> <li>✓ <b>Listening</b> – Listen to 6 students talking about issues, Match the student with the correct image. Listen to 6 people talking about what we can do, put the list of sentences in the order you hear them.</li> <li>✓ <b>Speaking</b> – In pairs, talk about issues using the script changing the details written in blue. In pairs, put in order of importance the list of what we can do, discuss with each other.</li> </ul>	<p>Mohammed bin Rashid Al Maktoum Global Initiatives Foundation – fighting poverty, disseminating knowledge, community empowerment, and innovation for the future.</p> <p>Annual Beat Diabetes Walk</p> <p>Al Jalila Foundation – supports medical education and research</p>
<p><b>Unit42</b> <b>Local problems</b></p> <p><b>Lesson Objective – Talking about problems in your area. Using negatives.</b></p>	<p>Public transport, no youth club, amenities are closed, pollution, nothing to do, unemployment, rubbish, theft, recycling, traffic, etc</p> <p>Using negatives</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read 3 peoples opinions on their town and identify the problem from the list, there maybe more than one problem. Read the article and answer true or false to the questions.</li> <li>✓ <b>Writing</b> – Copy the statements and write a negative reason for each statement, eg. the problem is unemplotment – reason? Write a paragraph on the advatages and disadvatages of where you live, or where you have lived.</li> <li>✓ <b>Listening</b> – Put the pictures in the order you hear the descriptions. Listen to 6 people and write their name next to the issue they are talking about.</li> <li>✓ <b>Speaking</b> – In pairs ask each other where you live (city, suburbs, country), if you like it and why, advantages and problems. In pairs have a conversation about what the problems are and why, using the given information.</li> </ul>	<p>Problems in different Arab Countries</p>

<p><b>Unit43</b> <b>The environment</b></p> <p><b>Lesson Objective – Discussing the environment.</b></p>	<p>Pollution, global warming, world resources, land fill (rubbish), pesticides, plastic, etc We must not ... Waste water, waste energy, use cars too much, put everything in the same bin, use new plastic bags each shop, We must .... Save water, save energy, use public transport/cycle/walk, recycle, buy organic food, use our own shopping bags,</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the text and fill in the missing word from the following phrases (3 options given fro each phrase). Read the text and answer the questions in English.</li> <li>✓ <b>Writing</b> – Design a poster about protecting the environment. Write 6 ways we can protect the envireonment.</li> <li>✓ <b>Listening</b> – Listen to eight people and choose the right picture/phrase for each. Listen to students talking about how the protect the environment and complete the grid with the required information.</li> <li>✓ <b>Speaking</b> – In pairs say your opinion to 6 phrases, take it in turns. In pairs say what you do to protect the environment.</li> </ul>	<p>What do Arab Countries do to protect the environment</p>
<p><b>Unit44</b> <b>Before and after</b></p> <p><b>Lesson Objective – Protecting the environment. Using Present past and future tenses.</b></p>	<p>Environmental issues – Past practices, what is done now, what can be done in the future Talk about personal opinions and actions Using past present and fruture tenses</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> – Read the letter from Aisha and find the Arabic phrases for the list of English ones supplied. Read Aisha’s blog and choose the 4 correct English statements (8 given).</li> <li>✓ <b>Writing</b> – Put a list of verbs into their past and future tenses, write a sentence for each. Write a paragraph about ‘the environment and me’.</li> <li>✓ <b>Listening</b> – Listen to people talking about past environmental problems and what is being done to solve the problem, complete the grid. Listen to Kareem talking about the changes he is making, answer the questions with true or false.</li> <li>✓ <b>Speaking</b> – In pairs answer 3 set question. Discuss a given photograph, what it shows, problems, future changes needed, etc</li> </ul>	<p>What is the Arab world is doing to protect the environment</p>
<p><b>Unit45</b> <b>Revision session</b></p>	<p>Using past relevant exam papers as assessment practise materials in all four skills</p>	<ul style="list-style-type: none"> <li>✓ <b>Reading</b> –</li> <li>✓ <b>Writing</b> –</li> <li>✓ <b>Listening</b> –</li> <li>✓ <b>Speaking</b> –</li> </ul>	<p>Link to the Arab world</p>

<b>Lesson Objective -</b>			
<b>End of module test</b> Revision End of module summative assessment			

## **UNCOVER THE TRUTH**

covered throughout the lesson. The students have to guess what the picture is. A picture, that relates to the lesson topic is covered up and slowly uncovered by removing shapes obscuring it and how it relates to the lesson. This can be done on the wall with pieces of paper stuck, or on a power point slide with a .view

## **TRANSLATION IT'S ALL IN THE DRAWING**

.Students take a piece of text and turn it into a drawing to explain what is meant

## **VIDEO**

.Show a video clip which triggers thinking about the topic. Freeze frames can be a good way to analyse a particular scene

## **LEARNING INTO A FIVE FRAME CARTOON STRIP**

Convert your

## **POSTER STATION**

.Lesson Posters/images can be put up at stations around the room with questions/words to develop knowledge, engage, and encourage exp

## **KEY WORD MATS**

ciated images for a whole topic or lesson. These can have one topic on each face and be laminated to an A3 sized mat that displays vocabulary and associated images. The students' paper/workbook sits in the middle of the sheet, so the vocabulary/key words make them a permanent resource to hand out and collect in. The students' paper/workbook sits in the middle of the sheet, so the duration minders are around the edge. Topic bookmarks are another way of achieving this, and can be kept and used by the student for phrases/re .of the topic, then stuck in their books. Key word mats and topic bookmarks can also be used as a review exercise

## **IMAGINARY REPORTER**

on a topic, aiming to One student in each pair has a plastic or imaginary microphone and pretends to be a reporter. He/she interviews their partner. (How' and 'Who' prefixes', 'ask open style questions (eg. questions that generally start with: 'What', 'When', 'Where

## **THREE STATION NATIONAL**

riate questions for Create three learning stations around the room. Each one has resources to cover a different aspect of the topic, with appropriate questions for each station and then move around clockwise. This is also referred to as a 'carousel students to answer or tasks to do. Students have a set time

## **GAME SHOW**

.Set up a game show situation to win credits

### **!Write your own exam**

.Students devise their own exam questions

### **RUN AND WRITE**

s teams of four to six and have a piece of flipchart paper or similar on the wall or lying flat on the table. Taking it in turnStudents are organized into t  
.add to the students add a key learning point to the flipchart. It is the groups responsibility that every team member has something

### **Role Play**

.A variety of role play situations can be developed

### **Design and make**

letters/words –Get students making things using plasticine or play dough

### **Surveying the class**

.to carry out the survey can be very engaging Getting students to generate a set of survey questions and then asking them

### **Timeline**

groups, as individuals or Marking out timeline on the floor and encouraging students to walk along them and add dates and labels. This can be done in  
.as the whole class

### **It's an order**

se by saying several factors important to an issue. Ask them to put them into a priority order. They must justify the priority they choo Give students  
.why they ordered them in that way

### **Piggy in the middle**

rovide students with a list of 3 to 5 factors to consider. Ask them to pick the 'piggy in the Great for encouraging students to distinguish differences. P  
.middle'. This is the factor in the list that doesn't fit with the others

### **Thinking about your learning**

.ideas or those they are presented with Questions to encourage learners to further probe their

**Examiner for the day**

.Students have the opportunity to be examiner and mark anonymous exemplar work using a mark scheme

**Teacher for a day**

.t points in a piece of their work or another'sStudents use learner friendly criteria to find the strengths and developmen

**Feedback**

.Students can be taught the feedback formula and asked to use it to give feedback on others' work in pairs