

Lesson 1: Reading ? Egypt: Gateway to Africa

1. Learning Objectives:

- Identify the main idea and supporting details in a nonfiction article.
- Understand Egypt?s strategic role in African cooperation.
- Use new vocabulary in context.

2. Teaching Strategies:

- Study Circles
- Discussion
- Brainstorming
- Pair Work

3. Teaching Aids:

- Smartboard
- Student?s Book
- Worksheets
- Flash Cards

4. Steps to Follow:

Warm-up:

- Ask: ?Why is Egypt called the gateway to Africa??
- Show a map of Egypt and its neighboring countries.

Presentation:

- Read the article ?Egypt: Gateway to Africa?.
- Highlight key vocabulary: gateway, infrastructure, partnership, mutual, manufactured.
- Discuss Egypt?s role in trade, education, and healthcare.

Practice:

- Comprehension questions from the book.
- Vocabulary matching activity.
- Grammar focus: Present Continuous (Active & Passive)

Assessment:

- Group discussion: ?How does Egypt?s location help African cooperation??
- Short quiz on vocabulary and reading comprehension.

Home Assignment:

- Write a short paragraph about Egypt?s role in Africa using at least 3 new vocabulary words.

Lesson 2: Listening ? Voices from the Partnership

1. Learning Objectives:

- Identify specific details from audio tracks about Egypt?s trade and development partnerships.
- Understand the importance of collaboration between Egypt and African countries.
- Use new vocabulary in context.

2. Teaching Strategies:

- Listening Practice
- Role Playing
- Group Work
- Problem Solving

3. Teaching Aids:

- Audio Track
- Smartboard
- Student?s Book
- Worksheets

4. Steps to Follow:

Warm-up:

- Ask: ?What are some ways countries can help each other grow economically??
- Discuss: ?Why might African countries work together to improve farming and trade??

Presentation:

- Listen to the audio track (3 speakers).
- Teach vocabulary: integration, hybrid, rural, stable, funding.
- Discuss key points from each speaker.

Practice:

- Fill in missing information from the audio.
- True/False activity.
- Role-play: African Forum ? students act as delegates discussing a joint education-technology project.

Assessment:

- Group discussion: ?What challenges do countries face when working together??
- Evaluate students? ability to extract details from audio.

Home Assignment:

- Write a short paragraph about one successful partnership between Egypt and an African country.

Lesson 3: Grammar ? Present Continuous (Active & Passive)

1. Learning Objectives:

- Use the present continuous tense to describe ongoing actions.
- Convert active sentences to passive using present continuous.
- Apply grammar in real-world contexts.

2. Teaching Strategies:

- Pair Work
- Games
- Study Circles
- Brainstorming

3. Teaching Aids:

- Flash Cards
- Smartboard
- Worksheets
- Student?s Book

4. Steps to Follow:

Warm-up:

- Ask: ?What projects are happening in Egypt right now??
- Show examples of present continuous in context.

Presentation:

- Explain structure: Active: am/is/are + verb-ing; Passive: am/is/are + being + past participle
- Use examples from the unit text.

Practice:

- Correct the verb in given sentences.
- Choose the correct answer from multiple choice.
- Convert active to passive sentences.

Assessment:

- Grammar quiz.
- Students write 3 sentences about Egypt-Africa cooperation using both active and passive forms.

Home Assignment:

- Write 5 sentences using present continuous passive about current development projects in Egypt.

Lesson 4: Reading ? Success Stories in African Partnership

1. Learning Objectives:

- Identify key achievements of Egypt in African development.
- Analyze the impact of Egypt?s partnerships in agriculture, energy, and healthcare.
- Use new vocabulary in context.

2. Teaching Strategies:

- Group Work
- Discussion
- Brainstorming
- Study Circles

3. Teaching Aids:

- Student?s Book
- Smartboard
- Worksheets
- Video Clip (optional)

4. Steps to Follow:

Warm-up:

- Ask: ?Which Egyptian project do you think has the greatest impact in Africa??

Presentation:

- Read the passage ?Success Stories in African Partnership?.
- Teach vocabulary: enhance, yields, targeted, milestone, capacity, collaboration.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Discuss: ?Which initiative has the greatest long-term impact??

Assessment:

- Students write a short paragraph about one Egyptian initiative and its effect on Africa.

Home Assignment:

- Research and summarize another Egyptian-African partnership not mentioned in the book.

Lesson 5: Writing ? Persuasive Essay

1. Learning Objectives:

- Write a persuasive essay using clear structure and language.
- Use persuasive phrases to support opinions.
- Organize ideas into introduction, body, and conclusion.

2. Teaching Strategies:

- Pair Work
- Brainstorming
- Study Circles
- Writing Workshop

3. Teaching Aids:

- Student?s Book
- Worksheets
- Smartboard
- Sample Essays

4. Steps to Follow:

Warm-up:

- Ask: ?What motivates you when facing difficulties??
- Discuss common challenges students face.

Presentation:

- Teach essay structure: Introduction (hook + thesis), Body (2 main points + examples), Conclusion (summary + final thought)
- Introduce persuasive phrases: ?I strongly believe??, ?From my point of view??

Practice:

- Students write introduction and body paragraphs in pairs.
- Peer review and feedback.

Assessment:

- Students write a full essay: ?What is the smartest way to stay motivated when facing difficulties??

Home Assignment:

- Revise and improve the essay based on peer and teacher feedback.

Lesson 1: Reading - Startups in Egypt

1. Learning Objectives:

- Identify the main idea and supporting details in a nonfiction article.
- Understand the role of startups in Egypt's economy.
- Use new vocabulary in context.

2. Teaching Strategies:

- Study Circles
- Discussion
- Brainstorming
- Pair Work

3. Teaching Aids:

- Smartboard
- Student Book
- Worksheets
- Flash Cards

4. Steps to Follow:

Warm-up:

- Ask: What is a startup?
- Discuss: Why are startups important for young people?

Presentation:

- Read the article 'Startups in Egypt'.
- Highlight key vocabulary: startup, innovation, entrepreneur, funding, incubator.
- Discuss how startups help solve problems and create jobs.

Practice:

- Answer comprehension questions.
- Vocabulary matching activity.
- Grammar focus: Present Perfect Tense.

Assessment:

- Group discussion: What challenges do startups face?
- Short quiz on vocabulary and reading comprehension.

Home Assignment:

- Write a short paragraph about a startup idea you would like to launch.

Lesson 2: Listening - Young Entrepreneurs

1. Learning Objectives:

- Identify specific details from audio tracks about young entrepreneurs.
- Understand the challenges and successes of youth-led businesses.
- Use new vocabulary in context.

2. Teaching Strategies:

- Listening Practice
- Role Playing
- Group Work
- Problem Solving

3. Teaching Aids:

- Audio Track
- Smartboard
- Student Book
- Worksheets

4. Steps to Follow:

Warm-up:

- Ask: What makes someone a successful entrepreneur?
- Discuss: What skills do young entrepreneurs need?

Presentation:

- Listen to the audio track (interviews with young entrepreneurs).
- Teach vocabulary: pitch, mentor, revenue, scalable, networking.
- Discuss key points from each speaker.

Practice:

- Fill in missing information from the audio.
- True/False activity.
- Role-play: Students act as entrepreneurs pitching ideas to investors.

Assessment:

- Group discussion: What support do young entrepreneurs need?
- Evaluate students' ability to extract details from audio.

Home Assignment:

- Write a short paragraph about a young entrepreneur you admire.

Lesson 3: Grammar - Present Perfect Tense

1. Learning Objectives:

- Use the present perfect tense to describe past actions with present relevance.
- Differentiate between present perfect and past simple.
- Apply grammar in real-world contexts.

2. Teaching Strategies:

- Pair Work
- Games
- Study Circles
- Brainstorming

3. Teaching Aids:

- Flash Cards
- Smartboard
- Worksheets
- Student Book

4. Steps to Follow:

Warm-up:

- Ask: What have you achieved this year?
- Show examples of present perfect in context.

Presentation:

- Explain structure: have/has + past participle.
- Use examples from the unit text.

Practice:

- Correct the verb in given sentences.
- Choose the correct answer from multiple choice.
- Write sentences using present perfect.

Assessment:

- Grammar quiz.
- Students write 3 sentences about achievements using present perfect.

Home Assignment:

- Write 5 sentences using present perfect about your personal goals.

Lesson 4: Reading - Entrepreneurial Success Stories

1. Learning Objectives:

- Identify key achievements of young entrepreneurs.
- Analyze the impact of entrepreneurship on society.
- Use new vocabulary in context.

2. Teaching Strategies:

- Group Work
- Discussion
- Brainstorming
- Study Circles

3. Teaching Aids:

- Student Book
- Smartboard
- Worksheets
- Video Clip (optional)

4. Steps to Follow:

Warm-up:

- Ask: What is the most inspiring success story you know?

Presentation:

- Read the passage 'Entrepreneurial Success Stories'.
- Teach vocabulary: milestone, perseverance, breakthrough, investor, prototype.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Discuss: What qualities helped these entrepreneurs succeed?

Assessment:

- Students write a short paragraph about one success story and its impact.

Home Assignment:

- Research and summarize another entrepreneurial success story.

Lesson 5: Writing - Opinion Essay

1. Learning Objectives:

- Write an opinion essay using clear structure and language.
- Use opinion phrases to support ideas.
- Organize ideas into introduction, body, and conclusion.

2. Teaching Strategies:

- Pair Work
- Brainstorming
- Study Circles
- Writing Workshop

3. Teaching Aids:

- Student Book
- Worksheets
- Smartboard
- Sample Essays

4. Steps to Follow:

Warm-up:

- Ask: Should schools teach entrepreneurship?
- Discuss pros and cons.

Presentation:

- Teach essay structure: Introduction (hook + thesis), Body (2 main points + examples), Conclusion (summary + final thought).
- Introduce opinion phrases: I believe..., In my opinion..., It seems to me...

Practice:

- Students write introduction and body paragraphs in pairs.
- Peer review and feedback.

Assessment:

- Students write a full essay: 'Should entrepreneurship be taught in schools?'

Home Assignment:

- Revise and improve the essay based on peer and teacher feedback.

Lesson 1: Reading - SDGs in Action

Learning Objectives:

- Identify the main idea and supporting details in a nonfiction article.
- Understand the concept of Sustainable Development Goals (SDGs).
- Use new vocabulary in context.

Teaching Strategies:

- Study Circles
- Discussion
- Brainstorming
- Pair Work

Teaching Aids:

- Smartboard
- Student's Book
- Worksheets
- Flash Cards

Steps to Follow:

Warm-up:

- Ask: What do you know about the SDGs?
- Show icons representing different SDGs.

Presentation:

- Read the article 'SDGs in Action'.
- Highlight key vocabulary: sustainability, poverty, equality, climate, goals.
- Discuss the importance of global cooperation.

Practice:

- Answer comprehension questions.
- Vocabulary matching activity.
- Group discussion on how Egypt contributes to SDGs.

Assessment:

- Short quiz on vocabulary and reading comprehension.
- Students summarize one SDG in their own words.

Home Assignment:

- Write a paragraph about one SDG and how it affects your community.

Lesson 2: Listening - Voices for Change

Learning Objectives:

- Identify specific details from audio tracks about SDG initiatives.
- Understand different perspectives on sustainable development.
- Use new vocabulary in context.

Teaching Strategies:

- Listening Practice
- Role Playing
- Group Work
- Problem Solving

Teaching Aids:

- Audio Track
- Smartboard
- Student's Book
- Worksheets

Steps to Follow:

Warm-up:

- Ask: What challenges do countries face in achieving SDGs?
- Discuss: Why is youth involvement important?

Presentation:

- Listen to the audio track (3 speakers).
- Teach vocabulary: initiative, impact, awareness, community, development.
- Discuss key points from each speaker.

Practice:

- Fill in missing information from the audio.
- True/False activity.
- Role-play: Youth conference on SDGs.

Assessment:

- Group discussion: Which SDG is most urgent?
- Evaluate students' ability to extract details from audio.

Home Assignment:

- Write a short paragraph about a youth-led SDG project.

Lesson 3: Grammar - Future Forms

Learning Objectives:

- Use future forms to describe plans and predictions.
- Distinguish between 'will', 'going to', and present continuous for future.
- Apply grammar in real-world contexts.

Teaching Strategies:

- Pair Work
- Games
- Study Circles
- Brainstorming

Teaching Aids:

- Flash Cards
- Smartboard
- Worksheets
- Student's Book

Steps to Follow:

Warm-up:

- Ask: What are your plans for the weekend?
- Discuss different ways to talk about the future.

Presentation:

- Explain structure and usage of future forms.
- Use examples from the unit text.
- Compare 'will', 'going to', and present continuous.

Practice:

- Complete sentences using correct future form.
- Multiple choice activity.
- Write short dialogues using future forms.

Assessment:

- Grammar quiz.
- Students write 3 sentences about future SDG actions.

Home Assignment:

- Write a paragraph about what Egypt will do to support SDGs in the next 5 years.

Lesson 4: Reading - Egypt's SDG Success

Learning Objectives:

- Identify key achievements of Egypt in sustainable development.
- Analyze the impact of national strategies on SDGs.
- Use new vocabulary in context.

Teaching Strategies:

- Group Work
- Discussion
- Brainstorming
- Study Circles

Teaching Aids:

- Student's Book
- Smartboard
- Worksheets
- Video Clip (optional)

Steps to Follow:

Warm-up:

- Ask: What SDG projects has Egypt implemented?
- Show images of development projects.

Presentation:

- Read the passage 'Egypt's SDG Success'.
- Teach vocabulary: progress, strategy, implementation, achievement, collaboration.
- Discuss Egypt's national SDG plan.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Group discussion on Egypt's role in Africa's development.

Assessment:

- Students write a short paragraph about one Egyptian SDG success story.

Home Assignment:

- Research and summarize another SDG initiative in Egypt.

Lesson 5: Writing - Opinion Essay

Learning Objectives:

- Write an opinion essay using clear structure and language.
- Use opinion phrases to support arguments.
- Organize ideas into introduction, body, and conclusion.

Teaching Strategies:

- Pair Work
- Brainstorming
- Study Circles
- Writing Workshop

Teaching Aids:

- Student's Book
- Worksheets
- Smartboard
- Sample Essays

Steps to Follow:

Warm-up:

- Ask: What is the most important SDG in your opinion?
- Discuss reasons for different choices.

Presentation:

- Teach essay structure: Introduction (hook + thesis), Body (2 main points + examples), Conclusion.
- Introduce opinion phrases: I believe, In my opinion, It seems to me.

Practice:

- Students write introduction and body paragraphs in pairs.
- Peer review and feedback.

Assessment:

- Students write a full essay: 'Which SDG should be prioritized and why?'

Home Assignment:

- Revise and improve the essay based on peer and teacher feedback.

Lesson 1: Reading - Natural Disasters Around the World

1. Learning Objectives:

- Identify different types of natural disasters and their effects.
- Understand the causes and consequences of natural disasters.
- Use new vocabulary in context.

2. Teaching Strategies:

- Discussion
- Study Circles
- Brainstorming
- Pair Work

3. Teaching Aids:

- Smartboard
- Student Book
- Worksheets
- Flash Cards

4. Steps to Follow:

Warm-up:

- Ask: What natural disasters do you know?
- Show images of earthquakes, floods, hurricanes, etc.

Presentation:

- Read the article 'Natural Disasters Around the World'.
- Teach vocabulary: earthquake, flood, hurricane, volcano, tsunami.
- Discuss causes and effects of each disaster.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Group activity: classify disasters by region and impact.

Assessment:

- Short quiz on vocabulary and comprehension.
- Group discussion: Which disaster is most dangerous and why?

Home Assignment:

- Write a paragraph about a natural disaster that happened in your country.

Lesson 2: Listening - Emergency Response

1. Learning Objectives:

- Identify key details from an audio about emergency response.
- Understand how different countries respond to disasters.
- Use new vocabulary in context.

2. Teaching Strategies:

- Listening Practice
- Role Playing
- Group Work
- Problem Solving

3. Teaching Aids:

- Audio Track
- Smartboard
- Student Book
- Worksheets

4. Steps to Follow:

Warm-up:

- Ask: What should people do during an earthquake?
- Discuss emergency services and their roles.

Presentation:

- Listen to the audio track about emergency response.
- Teach vocabulary: rescue, shelter, evacuation, aid, coordination.
- Discuss how different countries respond to disasters.

Practice:

- Fill in missing information from the audio.
- True/False activity.
- Role-play: emergency team planning a rescue operation.

Assessment:

- Group discussion: What makes emergency response successful?
- Evaluate students' ability to extract details from audio.

Home Assignment:

- Write a short paragraph about how your community prepares for disasters.

Lesson 3: Grammar - Past Simple and Past Continuous

1. Learning Objectives:

- Use past simple and past continuous to describe past events.
- Distinguish between completed actions and ongoing actions in the past.
- Apply grammar in real-world contexts.

2. Teaching Strategies:

- Pair Work
- Games
- Study Circles
- Brainstorming

3. Teaching Aids:

- Flash Cards
- Smartboard
- Worksheets
- Student Book

4. Steps to Follow:

Warm-up:

- Ask: What were you doing when the earthquake happened?
- Discuss examples of past events.

Presentation:

- Explain structure: Past Simple (verb + ed), Past Continuous (was/were + verb-ing).
- Use examples from disaster stories.

Practice:

- Correct the verb in given sentences.
- Choose the correct answer from multiple choice.
- Write sentences using both tenses.

Assessment:

- Grammar quiz.
- Students write 3 sentences about a past disaster using both tenses.

Home Assignment:

- Write a short story about a natural disaster using past simple and past continuous.

Lesson 4: Reading - Disaster Preparedness

1. Learning Objectives:

- Understand the importance of disaster preparedness.
- Identify steps individuals and governments take to prepare for disasters.
- Use new vocabulary in context.

2. Teaching Strategies:

- Group Work
- Discussion
- Brainstorming
- Study Circles

3. Teaching Aids:

- Student Book
- Smartboard
- Worksheets
- Video Clip (optional)

4. Steps to Follow:

Warm-up:

- Ask: How can we prepare for a flood or earthquake?
- Discuss emergency kits and evacuation plans.

Presentation:

- Read the passage 'Disaster Preparedness'.
- Teach vocabulary: preparedness, risk, mitigation, strategy, awareness.
- Discuss examples of preparedness plans.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Group activity: create a disaster preparedness checklist.

Assessment:

- Students write a short paragraph about the importance of preparedness.
- Group presentation of their checklist.

Home Assignment:

- Interview a family member about how they prepare for emergencies.

Lesson 5: Writing - Informative Paragraph

1. Learning Objectives:

- Write an informative paragraph about a natural disaster.
- Use clear structure and factual details.
- Organize ideas into topic sentence, supporting details, and conclusion.

2. Teaching Strategies:

- Pair Work
- Brainstorming
- Study Circles
- Writing Workshop

3. Teaching Aids:

- Student Book
- Worksheets
- Smartboard
- Sample Paragraphs

4. Steps to Follow:

Warm-up:

- Ask: What disaster do you want to write about?
- Discuss what makes a paragraph informative.

Presentation:

- Teach paragraph structure: topic sentence, supporting details, conclusion.
- Show sample informative paragraphs.

Practice:

- Students write topic sentence and supporting details in pairs.
- Peer review and feedback.

Assessment:

- Students write a full informative paragraph about a natural disaster.
- Teacher reviews and gives feedback.

Home Assignment:

- Revise and improve the paragraph based on feedback.

Lesson 1: Reading - The Power of Media

1. Learning Objectives:

- Identify the main idea and supporting details in a nonfiction article.
- Understand how media can influence public opinion.
- Use new vocabulary in context.

2. Teaching Strategies:

- Discussion
- Study Circles
- Pair Work
- Brainstorming

3. Teaching Aids:

- Smartboard
- Student Book
- Worksheets
- Flash Cards

4. Steps to Follow:

Warm-up:

- Ask: How does media affect the way people think?
- Show examples of headlines and discuss their impact.

Presentation:

- Read the article 'The Power of Media'.
- Highlight key vocabulary: bias, influence, manipulation, perception, credibility.
- Discuss how media shapes opinions and decisions.

Practice:

- Answer comprehension questions.
- Vocabulary matching activity.
- Group discussion: Can media be trusted?

Assessment:

- Short quiz on vocabulary and reading comprehension.
- Students write a paragraph summarizing the article.

Home Assignment:

- Find a news article and identify any signs of bias or manipulation.

Lesson 2: Listening - Media and Reality

1. Learning Objectives:

- Identify specific details from an audio track about media influence.
- Understand the difference between fact and opinion in media.
- Use new vocabulary in context.

2. Teaching Strategies:

- Listening Practice
- Role Playing
- Group Work
- Problem Solving

3. Teaching Aids:

- Audio Track
- Smartboard
- Student Book
- Worksheets

4. Steps to Follow:

Warm-up:

- Ask: Can media change how we see reality?
- Discuss examples of misleading headlines.

Presentation:

- Listen to the audio track (interview with a media expert).
- Teach vocabulary: distortion, agenda, sensational, reliable, misinformation.
- Discuss key points from the interview.

Practice:

- Fill in missing information from the audio.
- True/False activity.
- Role-play: Students act as journalists reporting on the same event with different perspectives.

Assessment:

- Group discussion: How can we verify media information?
- Evaluate students' ability to extract details from audio.

Home Assignment:

- Write a short paragraph about how media can distort reality.

Lesson 3: Grammar - Reported Speech

1. Learning Objectives:

- Use reported speech to convey information from media sources.
- Convert direct speech to reported speech.
- Apply grammar in real-world contexts.

2. Teaching Strategies:

- Pair Work
- Games
- Study Circles
- Brainstorming

3. Teaching Aids:

- Flash Cards
- Smartboard
- Worksheets
- Student Book

4. Steps to Follow:

Warm-up:

- Ask: How do journalists report what people say?
- Show examples of direct and reported speech.

Presentation:

- Explain structure: reporting verbs, tense changes, pronoun shifts.
- Use examples from media articles.

Practice:

- Convert direct quotes to reported speech.
- Choose the correct reporting verb.
- Group activity: Create a news report using reported speech.

Assessment:

- Grammar quiz.
- Students write 3 sentences using reported speech from a fictional interview.

Home Assignment:

- Write a short news report using at least 5 examples of reported speech.

Lesson 4: Reading - Media Ethics

1. Learning Objectives:

- Understand the concept of media ethics and responsibility.
- Analyze the role of journalists in society.
- Use new vocabulary in context.

2. Teaching Strategies:

- Group Work
- Discussion
- Brainstorming
- Study Circles

3. Teaching Aids:

- Student Book
- Smartboard
- Worksheets
- Video Clip (optional)

4. Steps to Follow:

Warm-up:

- Ask: Should media be allowed to publish anything?
- Discuss the role of ethics in journalism.

Presentation:

- Read the passage 'Media Ethics'.
- Teach vocabulary: integrity, accountability, transparency, fairness, censorship.
- Discuss examples of ethical and unethical media practices.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Debate: Should media be regulated?

Assessment:

- Students write a short paragraph about the importance of media ethics.
- Group discussion on ethical dilemmas in media.

Home Assignment:

- Research a case where media ethics were violated and summarize the consequences.

Lesson 5: Writing - Opinion Essay

1. Learning Objectives:

- Write an opinion essay using clear structure and persuasive language.
- Support opinions with examples and reasoning.
- Organize ideas into introduction, body, and conclusion.

2. Teaching Strategies:

- Pair Work
- Brainstorming
- Study Circles
- Writing Workshop

3. Teaching Aids:

- Student Book
- Worksheets
- Smartboard
- Sample Essays

4. Steps to Follow:

Warm-up:

- Ask: Do you trust everything you see in the media?
- Discuss how media affects personal beliefs.

Presentation:

- Teach essay structure: Introduction (hook + thesis), Body (2 main points + examples), Conclusion (summary + final thought).
- Introduce opinion phrases: I believe, In my opinion, It seems to me.

Practice:

- Students write introduction and body paragraphs in pairs.
- Peer review and feedback.

Assessment:

- Students write a full essay: 'Should we trust the media?'
- Evaluate clarity, structure, and use of persuasive language.

Home Assignment:

- Revise and improve the essay based on peer and teacher feedback.

Lesson 1: Reading - Soft Skills vs. Hard Skills

1. Learning Objectives:

- Distinguish between soft and hard skills.
- Identify examples of each skill type in context.
- Use new vocabulary in context.

2. Teaching Strategies:

- Discussion
- Pair Work
- Study Circles
- Brainstorming

3. Teaching Aids:

- Smartboard
- Student Book
- Worksheets
- Flash Cards

4. Steps to Follow:

Warm-up:

- Ask: What are soft skills? What are hard skills?
- Discuss: Which skills are more important for success?

Presentation:

- Read the article 'Soft Skills vs. Hard Skills'.
- Teach vocabulary: interpersonal, technical, adaptability, collaboration, proficiency.
- Discuss examples of soft and hard skills in different careers.

Practice:

- Comprehension questions from the book.
- Vocabulary matching activity.
- Group activity: classify skills into soft or hard.

Assessment:

- Short quiz on vocabulary and reading comprehension.
- Group discussion: Which skills do employers value more?

Home Assignment:

- Write a paragraph comparing soft and hard skills using at least 3 new vocabulary words.

Lesson 2: Listening - Workplace Skills

1. Learning Objectives:

- Identify workplace skills mentioned in the audio.
- Understand how soft and hard skills are applied in real situations.
- Use new vocabulary in context.

2. Teaching Strategies:

- Listening Practice
- Role Playing
- Group Work
- Problem Solving

3. Teaching Aids:

- Audio Track
- Smartboard
- Student Book
- Worksheets

4. Steps to Follow:

Warm-up:

- Ask: What skills are needed for success at work?
- Discuss: How do soft skills help in teamwork?

Presentation:

- Listen to the audio track (interviews with professionals).
- Teach vocabulary: initiative, multitasking, communication, expertise, reliability.
- Discuss key points from each speaker.

Practice:

- Fill in missing information from the audio.
- True/False activity.
- Role-play: job interview focusing on soft and hard skills.

Assessment:

- Evaluate students' ability to extract details from audio.
- Group discussion: Which skills were emphasized most?

Home Assignment:

- Write a short paragraph about a skill you want to improve and why.

Lesson 3: Grammar - Modal Verbs for Advice and Obligation

1. Learning Objectives:

- Use modal verbs to give advice and express obligation.
- Distinguish between must, should, have to, and ought to.
- Apply grammar in workplace contexts.

2. Teaching Strategies:

- Pair Work
- Games
- Study Circles
- Brainstorming

3. Teaching Aids:

- Flash Cards
- Smartboard
- Worksheets
- Student Book

4. Steps to Follow:

Warm-up:

- Ask: What advice would you give to someone starting a new job?
- Discuss: What rules must employees follow?

Presentation:

- Explain modal verbs: must, should, have to, ought to.
- Use examples from workplace scenarios.

Practice:

- Complete sentences using correct modal verbs.
- Choose the correct answer from multiple choice.
- Write advice for a new employee using modal verbs.

Assessment:

- Grammar quiz.
- Students write 3 sentences using different modal verbs.

Home Assignment:

- Write 5 sentences giving advice to a friend using modal verbs.

Lesson 4: Reading - Skills for the Future

1. Learning Objectives:

- Identify future skills needed in the job market.
- Analyze how technology affects skill development.
- Use new vocabulary in context.

2. Teaching Strategies:

- Group Work
- Discussion
- Brainstorming
- Study Circles

3. Teaching Aids:

- Student Book
- Smartboard
- Worksheets
- Video Clip (optional)

4. Steps to Follow:

Warm-up:

- Ask: What skills will be important in the future?
- Discuss: How does technology change the way we work?

Presentation:

- Read the passage 'Skills for the Future'.
- Teach vocabulary: innovation, digital literacy, flexibility, critical thinking, automation.
- Discuss examples of future careers and required skills.

Practice:

- Answer comprehension questions.
- Match vocabulary with definitions.
- Group activity: predict future jobs and needed skills.

Assessment:

- Students write a short paragraph about one future skill and its importance.

Home Assignment:

- Research and summarize a future career and the skills it requires.

Lesson 5: Writing - Job Application Letter

1. Learning Objectives:

- Write a formal job application letter.
- Use persuasive language to highlight skills.
- Organize ideas into introduction, body, and conclusion.

2. Teaching Strategies:

- Pair Work
- Brainstorming
- Study Circles
- Writing Workshop

3. Teaching Aids:

- Student Book
- Worksheets
- Smartboard
- Sample Letters

4. Steps to Follow:

Warm-up:

- Ask: What should you include in a job application letter?
- Discuss: How can you make your letter stand out?

Presentation:

- Teach letter structure: greeting, introduction, body, closing.
- Introduce persuasive phrases: I am confident-, I believe I am suitable-, I would be honored-

Practice:

- Students write introduction and body paragraphs in pairs.
- Peer review and feedback.

Assessment:

- Students write a full job application letter for a position of their choice.

Home Assignment:

- Revise and improve the letter based on peer and teacher feedback.