










Daily check MegaGoal 6

Unit (1) Everyone Makes Mistakes

Date	Content	objectives	Strategies	Principal's sign
	Listen and Discuss + pair work 	Choose definition for mistake Explain a quote about mistakes Match new words with definition Find the mistake of each person in the text. Perform an interview with a partner Mention a way to make use of a mistake.	Think, Pair, Share Role-playing Mastery	
	Grammar 	Suggest uncertainty about the past with "might/may have". Express past options with "could have". Write conclusions about the past with "must have". Write about mistakes made in the past with "should have". Express an expected action with "was/were supposed to" Form a passive sentence in the past Write about mistakes made in the past with "should have" Express an expected action with "was/were supposed to"	Discovery Learning Explicit Instruction	
	Conversation-Listening – pronunciation –vocabulary building 	Use the "real talk" phrases in new sentences Answer questions about the conversation Use "apologizing phrases" in a conversation. Respond to an apology correctly. Find specific information in an audio Pronounce the reductions of modals correctly. Find the meaning of new words	Synectic Brainstorming	

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<p>Reading-Speaking</p> 	<p>Explain the term (happy accident) Find the main idea for each paragraph Find the meaning of new words Name one of the happy accidents List the steps of discovering the penicillin. Correct some information about the text.</p>	<p>Reciprocal Teaching</p> <p>Creative problem</p>	
<p>Writing</p> 	<p>Identify the paragraphs function Find information about the text Describe the people in the text Write a descriptive essay about an accident turned good. Outline story about an accident</p>	<p>Cooperative learning</p> <p>Brainstorming</p> <p>Synectics</p>	
<p>Form, Meaning and Function</p> 	<p>Recognize words that are connected with Business Use articles correctly Inspect the count/non count nouns Make use of "some/any' according to the sentence.. Express quantity using count/noncount nouns Express quantity for count/non count nouns.</p>	<p>SCAMPER</p> <p>Synectics</p>	
<p>Project</p> 	<p>Design a poster about indispensable invention.</p>	<p>Cooperative learning</p> <p>Discovery Learning</p>	

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Unit (2) AGAINTS THE ODDS

Date	Content	objectives	Strategies	Principal's sign
	Listen and Discuss + pair work 	Talk about achieving impossible things Use new vocabularies in sentences Ask about unusual events Find main information about each story Answer questions about the text	Learning Table K-W-L Discovery Learning	
	Grammar 	Use such and so make the adjective or adverb stronger. Express cause and effect in a sentence. Reduce adverb clauses Complete sentences with with /so,that/ or /such,that / Describe s picture using /so,that/,/such,that /	Cooperative learning FLIPPED CLASSROOM	
	Conversation-Listening – pronunciation –vocabulary building 	Use the "real talk" in short conversation Express surprise in a conversation Write twins resemblance according an audio Practice dropped consonants Match words with its meaning Answer questions about the conversation	Role-playing Brainstorming	

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<p>Reading-Speaking</p> 	<p>Recognize the main idea of each paragraph Find the meaning of new words in the text Summarize the story of Tami Ashcraft survival. Write the way Eric Le Marque find his way Describe Mitsutaka Uchikoshi's condition Answer questions about the text Talk about survival stories</p>	<p>Brainstorming The survey</p>	
<p>Writing</p> 	<p>Illustrate the situation in a heatwave List information about heatwaves Find some information in the text Analyze a text to its main parts Research a "how to" guide Write a "how to" guide</p>	<p>Cooperative learning Learning Table K-W-L</p>	
<p>Form, Meaning and Function</p> 	<p>Describe an action with past progressive Write a sentence about specific time Express temporary state or action Write sentences about two actions happened at the same time Illustrate actions that didn't happen Form correct sentence with past perfect tense Use the suitable tense according to the sentence</p>	<p>Cooperative learning Modeling and simulation</p>	
<p>Project</p> 	<p>Design comic strip</p>	<p>Cooperative learning project based learning</p>	

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Unit (3) BEAUTY IS ONLY SKIN DEEP

Date	Content	objectives	Strategies	Principal's sign
	Listen and Discuss + pair work 	Explain the term "beauty is only skin deep" Compare the importance of beauty and intelligence Find information about each item Use the new vocabularies in new sentences Make a list of most important cosmetics	Concrete Representational Abstract concept mapping	
	Grammar 	SWAT construct noun clause with (that) SWAT recognize the verbs that followed by a noun clause. SWAT identify the adjectives that follow a noun clause. SWAT use noun clause as subject SWAT recognize the verbs that followed by a noun clause.	Explicit Instruction advanced organizational	
	Conversation-Listening – pronunciation –vocabulary building 	SWAT give examples for the "real talk" phrases SWAT match information according to the conversation. SWAT practice making a complement SWAT classify information of an audio track SWAT listen to stress in auxiliary verbs SWAT find the meaning of new words SWAT give examples for the "real talk" phrases	Brainstorming Mastery	

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<p>Reading-Speaking</p> 		<p>SWAT describe the features of a face SWAT predict the general idea of the text SWAT match the main idea for each paragraph SWAT explain the ancient Greeks view of beauty SWAT indicate "symmetry" relation to beauty SWAT compare inner and outer beauty SWAT explain the ancient Greeks view of beauty</p>	<p>Reciprocal Teaching Synectics</p>	
<p>Writing</p> 		<p>SWAT analyze a text to its main idea SWAT write an essay about beauty SWAT search reasons why beauty is and is not important. SWAT point out why beauty is not important SWAT reason beauty importance SWAT highlight the theme of each paragraph</p>	<p>FLIPPED CLASSROOM SCAMPER</p>	
<p>Form, Meaning and Function</p> 		<p>SWAT apply using (need to be+past participial) correctly SWAT transfer a sentence with (have/get) SWAT build a sentence with the participial as an adjective. SWAT illustrate active meaning with the present participle. SWAT make use of participle to give more information. SWAT employ present and past participle as adjective.</p>	<p>Learning Table K-W-L Discovery Learning</p>	
<p>Project</p> 		<p>SWAT discover the truth behind the cosmetics claims.</p>	<p>project based learning Modeling and simulation</p>	

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Unit (4) THEY SAID, WE SAID

Date	Content	objectives	Strategies	Principal's sign
	Listen and Discuss + pair work 	SWAT identify "gossip" definition through a photo SWAT decide whether "gossiping" is wrong or not SWAT match words with its meaning SWAT examine a gossip passage through a game	Think, Pair, Share Cooperative learning	
	Grammar 	SWAT report a speech she/he read SWAT write a correct quote SWAT transform a quoted speech into reported one and vise versa. SWAT use the correct verb in a reported speech SWAT construct a reported speech from a "yes/no" question SWAT practice quoting someones words	Cooperative learning	
	Conversation-Listening – pronunciation –vocabulary building 	SWAT employ the "real talk"phrases in Islamic advises. SWAT act out a gossip scene using telling and promising to keep a secret phrases SWAT write an Islamic rule about gossiping according to an audio SWAT point out the type of intonation in a question SWAT choose the correct meaning for the new words.	Role-playing Cooperative learning	

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<p>Reading-Speaking</p> 	<p>SWAT indicate the message about gossip in picture SWAT rank the places gossip spread in SWAT inspect reasons for gossiping SWAT simplify David's story SWAT conclude the main reason teens gossip SWAT give reason why gossip can be good SWAT infer the moral lesson in the text SWAT measure the harm gossip cause</p>	<p>Tiered Activities</p> <p>Contract learning Strategy</p>	
<p>Writing</p> 	<p>SWAT argue whether gossip is boring. SWAT list the topics they talk about with friends SWAT find the writer view of point SWAT argue the writer favor SWAT summarize the main idea of the text SWAT write an article about the gossip based on the reading essay.</p>	<p>Cooperative learning</p> <p>Education Five-Series (5 E's)</p>	
<p>Form, Meaning and Function</p> 	<p>SWAT identify words connected to parts of body according to a picture. SWAT develop an advice with modals SWAT modify a sentence to express "ability." SWAT add modals auxiliaries to express permission SWAT rewrite a sentence into polite request SWAT convert a sentence to talk about possibility SWAT Use auxiliaries to express obligation and necessity</p>	<p>Role-playing</p> <p>Think, Pair, Share</p>	
<p>Project</p> 	<p>SWAT create a power point show about a rumor.</p>	<p>FLIPPED CLASSROOM</p> <p>project based learning</p>	

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Unit (5) EXPRESS YOUR SELF

Date	Content	objectives	Strategies	Principal's sign
	Listen and Discuss + pair work 	SWAT list reasons for learning English SWAT compare between the Chinese languages speakers and the rest of the languages. SWAT find the language with the largest alphabets SWAT estimate the number of extent languages SWAT explain the reason behind naming some languages "clicking" languages SWAT match words to its synonyms	Contract learning Strategy Cooperative learning	
	Grammar 	SWAT Form correct adjective clause according to the noun. SWAT use relative pronouns as subjects of adjective clauses. SWAT change relative pronouns into objects SWAT use "whom" correctly SWAT match sentences halves using a relative pronoun.	Cooperative learning Modeling and simulation	
	Conversation-Listening – pronunciation –vocabulary building 	SWAT use the "real talk" in new conversations SWAT act out a conversation asking someone to repeat information SWAT inspect mistakes in a conversation SWAT highlight the emphasized words in a sentence SWAT match the words with their meaning	Role-playing Think, Pair, Share	

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<p>Reading-Speaking</p> 	<p>SWAT reason why some people create new languages. SWAT find the number of attempts to create new languages. SWAT name the language that has the most speakers. SWAT distinguish the main characteristics of Esperanto.. SWAT apply some Esperanto rules SWAT identify the second successful invented language. SWAT match information about Klingon</p>	<p>Reciprocal Teaching</p> <p>Role-playing</p>	
<p>Writing</p> 	<p>SWAT reason the importance of accent according to the writer. SWAT list the abilities speaker need develop to enhance .language SWAT explain the reason native speakers of English attend courses in English. SWAT find the importance of intercultural communication. SWAT argue the writer's views SWAT write an email about Arabic language</p>	<p>Cooperative learning</p> <p>Contract learning Strategy</p>	
<p>Form, Meaning and Function</p> 	<p>SWAT form a future prediction with "will/going to SWAT differentiate between (will) and (going to) SWAT describe a continuous actions in the future with (will + be + present participle) SWAT analyze words connected with different types of vacation. SWAT make use of "If-Clause" in an imaginary situation. SWAT use "wish/if" only for Unreal Situations</p>	<p>Cooperative learning</p> <p>Identifying similarities and differences</p>	
<p>Project</p> 	<p>SWAT create a comparison power point presentation about Arabic and English sentences.</p>	<p>Identifying similarities and differences</p> <p>project based learning</p>	

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Unit (6) LOST AND FOUND

Date	Content	objectives	Strategies	Principal's sign
	Listen and Discuss + pair work 	SWAT identify Moctezuma SWAT determine the treasure location SWAT name the ancient king of Egypt SWAT decide who was the Amber room build for SWAT complete the sentences with the suitable words. SWAT estimate the value of the Amber room	Cooperative learning	
	Grammar 	SWAT use "where/when" in adjective clause SWAT use the correct alternative for (when/where) SWAT replace the possessive pronouns with (whose).	Mastery Identifying similarities and differences	
	Conversation-Listening – pronunciation –vocabulary building 	SWAT use the "real talk" phrases in new sentences SWAT express regret in a new conversation SWAT express understanding in a conversation SWAT find information about losing stuff on an audio SWAT recognize the left out /h/ sound SWAT match the words with its meaning	Brainstorming Explicit Instruction	

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<p>Reading-Speaking</p> 	<p>SWAT name an important discovery SWAT match ordinary people with their discoveries. SWAT name some places one can find treasures in SWAT match the paragraph with its main idea</p>	<p>Synecotics Creative problem</p>	
<p>Writing</p> 	<p>SWAT list things one can do to avoid losing luggage SWAT state the writer's job SWAT find the incident location SWAT choose the state the writer was in SWAT write a narrative about losing something important.</p>	<p>FLIPPED CLASSROOM Cooperative learning</p>	
<p>Form, Meaning and Function</p> 	<p>SWAT express regret or criticism using "if clause" SWAT use "as if/as thought" for unreal situations SWAT express criticism with "It's high/about time" SWAT recognize words connected with historical monuments. SWAT emphasis a sentence with Inversions</p>	<p>Problem-solving Discovery Learning</p>	
<p>Project</p> 	<p>SWAT design a PowerPoint or a poster of the discovery story.</p>	<p>Learning Table K-W-L The survey</p>	

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