

تم تحميل هذا الملف من موقع المناهج العُمانية



\* للحصول على أوراق عمل لجميع الصفوف وجميع المواد اضغط هنا

<https://almanahj.com/om>

\* للحصول على أوراق عمل لجميع مواد الصف العاشر اضغط هنا

<https://almanahj.com/om/10>

\* للحصول على جميع أوراق الصف العاشر في مادة لغة انجليزية وجميع الفصول, اضغط هنا

<https://almanahj.com/om/10english>

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<https://almanahj.com/om/10english1>

\* لتحميل كتب جميع المواد في جميع الفصول للـ الصف العاشر اضغط هنا

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\* لتحميل جميع ملفات المدرس Said Ibrahim اضغط هنا

للتحدث إلى بوت على تلغرام: اضغط هنا

[https://t.me/omcourse\\_bot](https://t.me/omcourse_bot)

<p>1. <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>■ explore the book and the topic of each unit</li> <li>■ activate their knowledge about words related to digital devices and media</li> <li>■ listen to three people describing different types of media</li> <li>■ read a short text about new media and discuss what new media means</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>■ read an article for general and specific information</li> <li>■ infer the meaning of vocabulary from context to match words and definitions</li> <li>■ discuss issues related to teenagers' online habits</li> </ul>	<p>3.</p> <ul style="list-style-type: none"> <li>■ read five short texts about social media for general and specific information</li> <li>■ complete the missing words in five reading texts</li> <li>■ make inferences in order to match statements to texts</li> <li>■ write a short paragraph about their favourite type of social media</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>■ use information from a bar chart to decide if statements are true, false or the information is not given</li> <li>■ study adjectives of comparison</li> <li>■ practise different ways of making comparisons</li> <li>■ write three sentences containing comparative structures</li> </ul>
<p>5.</p> <ul style="list-style-type: none"> <li>■ analyse a cartoon to understand a joke about phrasal verbs</li> <li>■ practise using phrasal verbs</li> <li>■ create their own dialogue about setting up a social media account</li> </ul>	<p>6.</p> <ul style="list-style-type: none"> <li>■ discuss the meaning of words related to media and journalism</li> <li>■ listen to a radio interview for specific information</li> <li>■ listen and match a bar chart to a description of a trend</li> <li>■ identify and pronounce stressed and unstressed syllables in words</li> <li>■ express their opinions and give reasons and examples to support their opinions</li> </ul>	<p>7.</p> <ul style="list-style-type: none"> <li>■ predict the content of a podcast</li> <li>■ listen to a podcast for specific information</li> <li>■ read a dialogue and identify expression for making and responding to suggestions</li> <li>■ work in groups to plan a new media project</li> </ul>	<p>8.</p> <ul style="list-style-type: none"> <li>■ interpret visual data to answer questions about two pie charts</li> <li>■ read a summary of the information in two pie charts for specific information</li> <li>■ analyse the structure and organisation of the summary</li> <li>■ replace words and phrases from the summary with synonyms</li> <li>■ identify comparative structures in the summary</li> </ul>

<p>9.</p> <ul style="list-style-type: none"> <li>■ interpret visual data from a column chart</li> <li>■ use information from a chart to complete gaps in a summary</li> <li>■ write four sentences about a pie chart</li> <li>■ plan a summary of two pie charts</li> </ul>	<p>10.</p> <ul style="list-style-type: none"> <li>■ give feedback to a partner on their writing plan</li> <li>■ write the first draft of their summary</li> <li>■ self-edit their writing using a writing checklist</li> </ul>	<p>11.</p> <ul style="list-style-type: none"> <li>■ give a partner peer feedback on their writing</li> <li>■ write a second draft of their summary</li> <li>■ self-edit their work using a checklist</li> </ul>	<p>12.</p> <ul style="list-style-type: none"> <li>■ discuss the content and design of a blog</li> <li>■ listen and categorise information related to building a blog</li> <li>■ plan the content and design of their own blog</li> </ul>
<p>13.</p> <ul style="list-style-type: none"> <li>■ give a summary of their blog concept</li> <li>■ design and build their blogs</li> </ul>	<p>14.</p> <ul style="list-style-type: none"> <li>■ complete their blogs</li> <li>■ present their blogs to the class</li> </ul>	<p>15.</p> <ul style="list-style-type: none"> <li>■ review learning and key language from this unit</li> <li>■ reflect on their learning and progress</li> <li>■ set a learning goal for the next unit</li> </ul>	<p><u>Reflection</u></p>

<p>1. <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>■ <i>explore the topic of this unit</i></li> <li>■ activate their knowledge about words related to climate change</li> <li>■ listen to an interview to understand the difference between weather and climate</li> <li>■ read a short text about climate change and discuss questions about the topic</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>■ interpret data from a chart</li> <li>■ scan a text to match subheadings to paragraphs</li> <li>■ read a text for specific information</li> <li>■ infer the meaning of words from their context</li> <li>■ discuss their opinions about climate change</li> </ul>	<p>3.</p> <ul style="list-style-type: none"> <li>■ make predictions about the content of reading texts</li> <li>■ read three texts general and specific information</li> <li>■ review the use of will for future predictions</li> <li>■ write sentences making future predictions using will</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>■ identify causes and effects in texts</li> <li>■ recognise and use cause and effect connectors</li> <li>■ write sentences about causes and effects</li> <li>■ discuss the cause and effects of three different issues</li> </ul>
<p>5.</p> <ul style="list-style-type: none"> <li>■ analyse three ways that compound nouns are formed</li> <li>■ form and use compound nouns related to climate change</li> <li>■ play a game to guess compound nouns</li> <li>■ choose the correct compound nouns to complete a text</li> <li>■ recall previously learnt compound nouns</li> </ul>	<p>6.</p> <ul style="list-style-type: none"> <li>■ listen to a debate for general and specific information</li> <li>■ identify arguments for and against a statement</li> <li>■ listen and complete expressions</li> <li>■ practise emphasising important words when presenting an argument</li> </ul>	<p>7.</p> <ul style="list-style-type: none"> <li>■ discuss which ways of reducing their carbon footprint are most suitable for their family</li> <li>■ review phrasal verbs</li> <li>■ brainstorm arguments for and against a debate topic</li> <li>■ develop arguments for a debate</li> <li>■ participate in a debate</li> </ul>	<p>8.</p> <ul style="list-style-type: none"> <li>■ discuss facts related to plastic pollution in the ocean</li> <li>■ read and analyse an opinion essay</li> <li>■ match paragraphs to their function</li> <li>■ identify examples of phrasal verbs, compound nouns, cause and effect sentences in the essay</li> <li>■ write a list of ways to reduce plastic pollution in Oman</li> </ul>

<p>9.</p> <ul style="list-style-type: none"> <li>■ review features of paragraphs</li> <li>■ analyse the structure of a paragraph</li> <li>■ write a paragraph using prompts</li> <li>■ plan an opinion essay</li> </ul>	<p>10.</p> <ul style="list-style-type: none"> <li>■ write two or three topic sentences for their essay</li> <li>■ write the first draft of their essay</li> <li>■ self-edit their writing using a writing checklist</li> </ul>	<p>11.</p> <ul style="list-style-type: none"> <li>■ give a partner peer feedback on their writing</li> <li>■ write a second draft of their essay</li> <li>■ self-edit their work using a checklist</li> </ul>	<p>12.</p> <ul style="list-style-type: none"> <li>■ evaluate the design of four reusable shopping bags</li> <li>■ listen to an explanation about how to design a reusable shopping bag</li> <li>■ brainstorm their own ideas for a reusable shopping bag in teams</li> </ul>
<p>13.</p> <ul style="list-style-type: none"> <li>■ work in teams to finalise the design of their reusable bag</li> <li>■ produce an illustration of their bag and a written explanation of the bag design</li> </ul>	<p>14.</p> <ul style="list-style-type: none"> <li>■ finish their project</li> <li>■ vote for the best bag design</li> </ul>	<p>15.</p> <ul style="list-style-type: none"> <li>■ review learning and key language from this unit</li> <li>■ reflect on their learning and progress</li> <li>■ set a learning goal for the next unit</li> </ul>	<p><u>Reflection</u></p>

<p>1. <b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>■ explore the topic of this unit</li> <li>■ activate their knowledge about words related to different sources of energy</li> <li>■ listen to a conversation and decide if statements are true or false</li> <li>■ discuss the differences between renewable and non-renewable energy</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>■ identify the purpose of an email</li> <li>■ read two emails and an infographic for specific information</li> <li>■ use vocabulary from the reading texts to complete facts</li> <li>■ evaluate the accuracy of information in a text</li> <li>■ generate alternative solutions to a problem</li> </ul>	<p>3.</p> <ul style="list-style-type: none"> <li>■ scan four texts to match renewable energy projects to their descriptions</li> <li>■ read and transfer information from texts into a table</li> <li>■ unscramble letters to form words</li> <li>■ discuss the renewable energy projects</li> <li>■ write about a renewable energy project</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>■ listen to information about eco-friendly football stadiums for general information</li> <li>■ recognise and use conjunctions</li> <li>■ connect sentences using conjunctions</li> <li>■ use conjunctions to add information to a statement in a discussion</li> </ul>
<p>5.</p> <ul style="list-style-type: none"> <li>■ play a game</li> <li>■ match root words and suffixes to form adjectives</li> <li>■ sort adjectives according to their suffixes</li> <li>■ write sentences containing target adjective</li> </ul>	<p>6.</p> <ul style="list-style-type: none"> <li>■ make predictions about the content of a presentation</li> <li>■ listen to a presentation for general and specific information</li> <li>■ learn about a renewable energy project in Oman</li> <li>■ categorise advantages and disadvantages of solar power</li> <li>■ evaluate ideas for using renewable energy in Oman</li> </ul>	<p>7.</p> <ul style="list-style-type: none"> <li>■ listen for general and specific information</li> <li>■ identify opinions in listening texts</li> <li>■ practise pronouncing nouns and verbs with the correct syllable stress</li> <li>■ evaluate an idea for a new invention</li> </ul>	<p>8.</p> <ul style="list-style-type: none"> <li>■ read a formal email for general and specific information</li> <li>■ analyse the structure of a formal email</li> <li>■ match extracts from an email to their purposes</li> <li>■ sort words to write sentences</li> <li>■ revise previously learnt language items</li> </ul>

<p>9.</p> <ul style="list-style-type: none"> <li>■ categorise formal and informal language for emails</li> <li>■ rewrite informal sentences to make them more formal</li> <li>■ brainstorm information to include in a request email</li> <li>■ plan a request email</li> </ul>	<p>10.</p> <ul style="list-style-type: none"> <li>■ give a partner feedback on their writing plan</li> <li>■ write the first draft of their request email</li> <li>■ self-edit their email using a writing checklist</li> </ul>	<p>11.</p> <ul style="list-style-type: none"> <li>■ give a partner peer feedback on their writing</li> <li>■ write a second draft of their email</li> <li>■ self-edit their work using a checklist</li> </ul>	<p>12.</p> <ul style="list-style-type: none"> <li>■ match extracts from a presentation to slides</li> <li>■ work in groups to develop an idea for an invention that is powered by renewable energy</li> </ul>
<p>13.</p> <ul style="list-style-type: none"> <li>■ finalise their invention designs</li> <li>■ prepare a presentation about their invention</li> <li>■ create a set of slides or a poster to use in their presentation</li> </ul>	<p>14.</p> <ul style="list-style-type: none"> <li>■ give a presentation about their invention <ul style="list-style-type: none"> <li>■ listen to presentations from other groups</li> </ul> </li> <li>■ give feedback and ask questions about other group's inventions</li> </ul>	<p>15.</p> <ul style="list-style-type: none"> <li>■ review learning and key language from this unit</li> <li>■ reflect on their learning and progress</li> <li>■ set a learning goal for the next unit</li> </ul>	<p><u>Reflection</u></p>

<p>1.</p> <p><b><u>Students will be able to:</u></b></p> <ul style="list-style-type: none"> <li>■ explore the topic of this unit</li> <li>■ activate their knowledge about words related to civilisation</li> <li>■ listen and complete facts about ancient civilisations</li> <li>■ discuss questions about ancient civilisations</li> </ul>	<p>2.</p> <ul style="list-style-type: none"> <li>■ label a map</li> <li>■ read four texts for general and specific information</li> <li>■ use vocabulary from the text to complete definitions</li> <li>■ do a role play</li> </ul>	<p>3.</p> <ul style="list-style-type: none"> <li>■ read about the history of Oman</li> <li>■ sequence a text</li> <li>■ write subheadings to summarise the main ideas of paragraphs</li> <li>■ identify in information in statements is true, false or is not given</li> <li>■ match words from a text with their synonyms</li> <li>■ identify evidence in a text and evaluate its reliability</li> </ul>	<p>4.</p> <ul style="list-style-type: none"> <li>■ listen and match questions and answers</li> <li>■ recognise and use the past passive tense</li> <li>■ form the past participle for irregular verbs</li> <li>■ complete texts using the past passive tense</li> <li>■ write a paragraph about an archaeological site in Oman using the past passive tense</li> </ul>
<p>5.</p> <ul style="list-style-type: none"> <li>■ categorise opinions for and against a debate topic</li> <li>■ identify and use adverbs of degree</li> <li>■ order adverbs of degree according to strength of the adverb</li> <li>■ revise the second conditional</li> <li>■ use adverbs of degree to</li> </ul>	<p>6.</p> <ul style="list-style-type: none"> <li>■ revise adjectives</li> <li>■ discuss quotes from famous world leaders</li> <li>■ listen for specific information</li> <li>■ orally rephrase information in their own words</li> <li>■ write three rules to make the world a better place</li> </ul>	<p>7.</p> <ul style="list-style-type: none"> <li>■ learn about global citizenship</li> <li>■ listen for general and specific information</li> <li>■ discuss the meaning of words and phrases related to being a global citizen</li> <li>■ reflect on their own role as a global citizen</li> <li>■ practise pronouncing foreign words that are used directly in English</li> <li>■ discuss their opinions about the responsibilities of different communities</li> </ul>	<p>8.</p> <ul style="list-style-type: none"> <li>■ talk about famous Omani people</li> <li>■ read a biography and transfer information to a table</li> <li>■ analyse the structure of, and the language used in a biography</li> </ul>

<p>9.</p> <ul style="list-style-type: none"> <li>■ complete sentences about a contemporary Omani</li> <li>■ share their research for their biography</li> <li>■ explore useful language for writing biographies and this language to write five sentences</li> <li>■ complete the plan for their biography</li> </ul>	<p>10.</p> <ul style="list-style-type: none"> <li>■ give a partner feedback on their writing plan</li> <li>■ write the first draft of their biography</li> <li>■ self-edit their biography using a writing checklist</li> </ul>	<p>11.</p> <ul style="list-style-type: none"> <li>■ give a partner peer feedback on their writing</li> <li>■ write a second draft of their biography</li> <li>■ self-edit their work using a checklist</li> </ul>	<p>12.</p> <ul style="list-style-type: none"> <li>■ identify and discuss archeological sites in Oman</li> <li>■ listen to students a planning research project for specific information</li> <li>■ evaluate different ways of doing research and the reliability of different sources of information</li> <li>■ analyse and evaluate a leaflet about an archaeological site in Oman</li> </ul>
<p>13.</p> <ul style="list-style-type: none"> <li>■ plan their project</li> <li>■ research an archaeological site in Oman</li> <li>■ start designing their leaflet</li> </ul>	<p>14.</p> <ul style="list-style-type: none"> <li>■ complete their project</li> <li>■ review leaflets produced by other groups</li> </ul>	<p>15.</p> <ul style="list-style-type: none"> <li>■ review learning and key language from this unit</li> <li>■ reflect on their learning and progress</li> <li>■ set a learning goal for the next semester</li> </ul>	<p><u>Reflection</u></p>