

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 ولجميع الفصول, اضغط هنا

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

* للحصول على أوراق عمل لجميع مواد الصف العاشر في مادة لغة انجليزية الخاصة بـ الفصل الأول اضغط هنا

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

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

<https://almanahj.com/om/grade10>

* لتحميل جميع ملفات المدرس Said Ibrahim اضغط هنا

للتحدث إلى بوت على تلغرام: اضغط هنا

https://t.me/omcourse_bot

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

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

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

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

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

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

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

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