

..... Governorate

..... Directorate

English preparation notebook

Personal information

Teachers name:

Year : 2019 - 2020

Adress :

classes :

School :

Mobile :

Date of birth :

Email:

توزيع منهج اللغة الانجليزية للصف الأول الاعدادى ٢٠١٩ – ٢٠٢٠

First term

Months	New Hello! English for Preparatory Schools Year One (SB + WB)
September	Unit 1
October	Unit 1 (cont.) + 2 + 3
November	Revision A + 4 + 5
December	Unit 5 (cont.) + 6 + Revision C
January 2020	

Second term

Months	New Hello! English for Preparatory Schools Year One (SB + WB)
February	
March	
April	
May	

Teacher

Senior teacher

Supervisor

Director

Objectives of Teaching English as a Foreign Language in the Preparatory Stage

1.a : To acquire and develop the four language skills interactively.

1.b : To help the students communicate in English within the limited scope of the number of hours allocated to the course.

1.c : Consequently, learning the first foreign language may be considered as a basis the students can build on at a later stage.

*** Specific Aims:**

2.a : To enable the students to understand the lexical items, syntactic structures, phonological features and functional items they are exposed to within the limits of what they have acquired.

2.b : To enable the students to express themselves orally in English through the use of simple expressions and sentences, taking into account the correct pronunciation.

*** The Four Skills:**

Teaching will aim at acquiring and developing all skills in an integrated way for most of the time.

3.a : Listening:

- Distinguishing sounds and words.
- Understanding a limited range of vocabulary items.
- Understanding simple sentences, questions, instructions and directions and responding to them.

- Understanding a wider range of vocabulary.
- Understanding different forms of questions.
- Identifying topics of situational dialogues.

3.b : Speaking:

- Producing words and sentences.
- Producing short utterances.
- Taking part in simple dialogues.
- Producing questions and answers.
- Re-telling a story.
- Making simple requests.
- Telling a story or dramatizing it as a play.

3.c : Reading:

- Identifying a range of vocabulary items.
- Responding appropriately to simple sentences and short paragraphs.
- Scanning and skimming texts for information.
- Answering questions on a text.

3.d : Writing:

- Completing and constructing simple sentences.
- Writing a letter following instructions.
- Writing a paragraph by answering questions or any other kind of guidance.

Teacher

Senior teacher

Supervisor

Director

A map of learning Outcomes 1st term 2019 /2020

School's name:

Stage: prep 1

English supervision

Content (unit)	Objectives	Teaching Strategies	Activities	Assessment	Evidence
Unit 1 My family and me	<i>Read an interview with twins Listen to an interview with twins Talk about your family Focus on love of family</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>
Unit 2 It's my favorite subject	<i>Read descriptions of schools around the world Ask and answer about school Use adverbs of frequency and possessive's and s'</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>
Unit 3 Different people	<i>Read a description of a sports star Describe people Use have/ has got</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>
Review	<i>To review and practice the vocabulary and structures On units 1 – 3</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>
Unit 4 We're using technology	<i>Read a text message conversation Describe the technology in your classroom Be cooperative Use the present continuous</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>

Unit 5 Holidays	<i>Read a description of a holiday Describe a place Use past simple Learn to be respectable</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project Write an advertisement</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>
Unit 6 Let's eat!	<i>Read a recipe; reviews of a dish Ask and answer about food Use countable and uncountable nouns with some and any</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>
Review 2	<i>To review and practice the vocabulary and structures On units 4-6</i>	<i>Brain storming – G.work – p.work – Discussion – C. thinking – co – operative learning – role playing</i>	<i>Internet search Write a paragraph Read and answer Do a project</i>	<i>Oral Exercises written exercises observation</i>	<i>Preparation notes (absence) Mark register Student's book Note books</i>

Teacher's signature

Senior teacher's signature

Headmaster's signature

Unit 1 " My family and me "

Day	Date	Period	Class

Lesson (1) SB Pages (2 and 3) WB page 72

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time				
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • Welcome the students to their new class • Introduce the Student's Book to the students • Talk about family members. • Discuss some questions about family. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> aunt brother dad mum grandfather grandmother sister son family</p> <p><u>Structures:</u> <u>Pronouns</u> Possessive adjectives <i>my, your, his, her, its, our, their</i></p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What's your name?</p> <p><u>Presentation:</u> <u>1-Read and write the names of the people 1-10.</u> 1 -Draw attention to the Objectives box on page 3, which refers to the objectives of the unit, and explain in Arabic if necessary. 2 -Now tell the students to read about the family members.</p> <p><u>2- Reread and find:</u> - Ask the students to complete the gaps 1n exercise 2. Help them if necessary.</p> <p><u>3- Look at Ali's family. Circle the correct words.</u> - Ask the students to read the questions. Tell them that the information they need is in the text in exercise 2.</p> <p><u>4- Work in pairs. Discuss.</u> - Ask the students to work in pairs. They will take turns. Every student will talk about his / her family.</p> <p>WB <u>1- Complete the crossword.</u> <u>2- Listen and complete the text</u> <u>3- Complete the sentences</u></p> <p><u>Assessment:</u> Oral questions: Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>				

Home Assignment:WB page 72

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 1 " My family and me "

Day	Date	Period	Class

Lesson (2) SB Pages (4 and 5) WB page 73

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time			
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • use the present simple • ask and answer questions about family. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> twins chess voluntary work drums band</p> <p><u>Structures:</u> The present simple I play the drums. She plays chess. I don't play football. She doesn't go swimming.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Have you got a brother or sister?</p> <p><u>Presentation:</u> <u>1- Have you got a brother or sister? Have you got the same hobbies as your brother or sister?</u> -Ask the students to answer the above mentioned questions.</p> <p><u>2- Read the interview and answer the question. Hazem and Hatem both love football. True or False?</u> -Ask the students to read the interview with twins brothers Hazem and Hatem and answer the questions in exercise 2.</p> <p><u>3- Look at the photos and talk about the hobbies you like.</u></p> <p><u>4- Read the interview again and answer the questions.</u></p> <p><u>5- Listen and complete the diaries.</u></p> <p>WB <u>1- Read and match the words with their meanings.</u> <u>2- Complete the table.</u> <u>3- Complete the sentences</u> <u>4 -Write about your hobbies</u></p> <p><u>Assessment:</u> Oral questions: Written Exercises:</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's activity books</p>	<p>5 m</p> <p>15 m</p> <p>15 m</p> <p>5 m</p>			

Home Assignment:WB page 73

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 1 " My family and me "

Lesson (3) SB Pages (6 and 7) WB page 74

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time			
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> ask and answer about hobbies listen to a conversation between Sami and Aya. Learn about some countries. ask and answer questions using the present simple tense. 	<ul style="list-style-type: none"> Data show Internet Student's book Workbook Teacher's guide Library Board Cassette Flash cards 	<p><u>New vocabulary:</u></p> <p>hobby music football swimming how long</p> <p><u>Structures:</u></p> <p>-I play football. -I don't play football. -Do you play football? -Does he play football?</p>	<ul style="list-style-type: none"> Lecture Discussion Inductive Study circles Problem solving Brainstorming Co-operative learning Discovery Role playing Individual Peer learning Work groups Team teaching Pair work 	<p><u>Warm up and revision:</u> What's your favourite hobby?</p> <p><u>Presentation:</u> <u>1- Think of different hobbies. Then ask and answer.</u> -Ask the students to answer the questions. Let everybody to talk about his / her own hobbies. <u>2- Look at the table. Are sentences 1 and 2 true (T) or false (F)?</u> -Ask the students to complete the table then put T or F. <u>3- Correct the underlined words.</u> <u>4- Listen to Sami and Aya. Which three countries do you hear in the conversations?</u> <u>5- Listen again and answer the questions.</u></p> <p>WB <u>1- Complete the text with these words.</u> <u>2- Reorder the words to make questions.</u> <u>3- Match the questions in Exercise 2 to these answers.</u></p> <p>Assessment: Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>			

Home Assignment:WB page 74

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 1 " My family and me "

Lesson (4) SB Page (8) WB page 75

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • read about Heidi. • ask and answer about yourself. • discuss some questions about the story. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>orphan attic mountain goat birds flowers adventure</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Do you like reading stories?</p> <p><u>Presentation:</u> <u>1- Do you know the story of Heidi? Where does she live?</u> -Ask the students to read the story of Heidi and answer the question. <u>2- Read the story and put these pictures in the correct order.</u> -Ask the students to read the story again and reorder the pictures. <u>3- Read the story again. Find these words in the text.</u> -Ask the students to reread the story and complete the sentences with the correct word from the text. <u>4- What do you think Heidi learns when she lives with her grandfather?</u> <u>5- Add two sentences to end the story.</u> <u>6- Read the sentences about Heidi.</u></p> <p>WB <u>1- Complete the sentences.</u> <u>2- Complete the table. Can you add any words?</u> <u>3- Match the description to the people in the story.</u> <u>4- Answer the questions about Heidi.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>
		<p><u>Structures:</u></p> <p>-Heidi lives with her grandfather.</p> <p>- Heidi lives in Switzerland.</p> <p>- She drinks milk.</p> <p>- Her friend is called Peter.</p>		<p>5m</p>		
		<p>5m</p>				

Home Assignment: WB Page (75)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 1 " My family and me "

Day	Date	Period	Class

Lesson (5) SB Page (9) WB page 76

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • answer some questions about the story of Heidi from the last lesson. • complete a diagram food and hobbies. • write a paragraph about family. • learn more about family tree. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> food cheese bread hobby Play football diagram</p> <p><u>Structures:</u> - My best friend's name is Mustafa. - How old is he? - Where does he live?</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> Do you remember the story of Heidi?</p> <p><u>Presentation:</u> <u>1- Ask and answer the questions in pairs.</u> -Ask the students to read the story of Heidi from lesson 4 and answer the question. <u>2- Think of other words you know for food and hobbies and write them on the diagram.</u> -Ask the students to group words together like in the diagram. <u>3- Think of a friend or a person in your family. Write answers to these questions.</u> -Ask the students to answer the questions about a person in their family and write a paragraph. <u>4- Ask and answer the questions in pairs.</u></p> <p>WB <u>1- Complete the sentences.</u> <u>2- Complete the table. Can you add any words?</u> <u>3- Match the description to the people in the story.</u> <u>4- Answer the questions about Heidi.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment: . WB Page (76)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 1 " My family and me "

Lesson (6) SB Page (10) WB page 77

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • read a passage about Habiba Marzouk • write a description about someone in the family. • learn more about punctuation marks. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> gymnast gymnastics busy train top Olympics healthy strong</p> <p><u>Structures:</u> - Habiba Marzouk is a gymnast. - She is 18 and lives in Cairo with her family.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What do you know about gymnastics?</p> <p><u>Presentation:</u> <u>1- Read about Habiba Marzouk. Which sport makes her happy?</u> -Ask the students to read about Habiba Marzouk and answer the question. <u>2- Read again and correct the underlined words.</u> -Ask the students to read again and correct the underlined words in Exercise 2. <u>3- Write a description of someone in your family.</u> -Ask the students to answer the questions about a person in their family and write a paragraph.</p> <p><u>WB</u> <u>1- Read about Habiba Marzouk again and complete these sentences.</u> <u>2- Read and punctuate.</u> <u>3- Choose the correct answer.</u> <u>4- Write about your usual week.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	Teacher's preparation book Students' note books Student's activity books	5m 15m 15m 5m

Home Assignment:WB page 77

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 1 " My family and me "

Lesson (7) SB Page (11) WB page 78

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • review and practise the vocabulary and structures of the unit • practise using capital letters correctly 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p style="text-align: center;">No new vocabulary</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What do you remember about your family tree?</p> <p><u>Presentation:</u> <u>1- Work in pairs. Look at Ali's family tree and make sentences.</u> -Ask the students to make sentences about Ali's family tree.</p> <p><u>2- Read and complete the text.</u> -Ask the students to complete the text about Lama using the correct verb..</p> <p><u>3- Write the third person form of these verbs. Then write a sentence with He or She.</u> -Ask the students to write the third person form of the verbs in exercise 3.</p> <p>WB <u>1- Reorder the letters to make words for people in the family.</u> <u>2- Read and complete the country names.</u> <u>3- Complete the sentences with a possessive adjective.</u> <u>4- Read the passage from your Student's Book page 11 again.</u> <u>5- Read and correct the sentences.</u></p> <p>Assessment: Oral questions Written Exercises</p>	<p><i>Teacher's preparation book</i></p>	5m
		<p><u>Structures:</u></p> <p style="text-align: center;">No new Structures</p>		<p><i>Students' note books</i></p>	15m	
		<p><i>Student's' activity books</i></p>		15m		
						5m

Home Assignment:WB Page (78)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 2 " It's my favourite subject "

Day	Date	Period	Class

Lesson (1) SB Pages (12 and 13) WB page 79

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • Ask the students about their favourite subjects. • learn more about telling the time. • Talk about school timetable. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> favourite subject art science maths social studies English Arabic break</p> <p><u>Structures:</u> 1- How many lessons do they have every day? 2- What subjects do they study?</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What's your favourite subject?</p> <p><u>Presentation:</u> 1- <u>Look at Amal and Injy's timetable and answer the questions.</u> 1 -Draw attention to the Objectives box on page 12, which refers to the objectives of the unit, and explain in Arabic if necessary. 2 -Now tell the students to read about school subjects.</p> <p><u>2- Listen and complete the timetable.</u> - Ask the students to listen to the text and answer the questions. 2. Help them if necessary.</p> <p><u>3- Listen again and answer the questions.</u> - Ask the students to listen again and answer the questions.</p> <p><u>4- Say the times. Listen and check.</u> - Ask the students to work in pairs. They talk about how tell the time correctly.</p> <p>WB 1- <u>Write the school subjects.</u> 2- <u>Write the times in words.</u> 3- <u>Answer the questions.</u></p> <p><u>Assessment:</u> Oral questions: Written Exercises:</p>	Teacher's preparation book Students' note books Student's activity books	5 m 15 m 15 m
				5 m		

Home Assignment:WB page 79

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them

Teacher

Senior teacher

Supervisor

Director

Unit 2 " It's my favourite subject "

Lesson (2) SB Pages (14 and 15) WB page 80

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • learn more about daily life around the world. • use the present simple. • use the adverbs of frequency correctly. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> typical bell hall library playground</p> <p><u>Structures:</u> The present simple 1- How does Akeyo get to school? 2- Why does it take a long time? 3- What time does school start? 4- What do Akeyo and her friends do at break? 5- When does Akeyo go to bed?.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> How often do you go to school?</p> <p><u>Presentation:</u> 1- <u>Look quickly at the text. When does school finish?</u> -Ask the students to the text and answer the questions in Ex 2 and 3. 2- <u>Look at the words in bold in the text. Match the words and the definitions.</u> 3- <u>Read the text again and answer the questions.</u> 4- <u>Look at the adverbs of frequency. How often ...</u> 5- <u>Complete the sentences about Akeyo and her brother, Yaro.</u> 6- <u>Complete the table for you.</u> 7- <u>Ask and answer the questions in pairs.</u></p> <p><u>WB</u> 1- <u>Complete the sentences with these words.</u> 2- <u>Complete the table with these words.</u> 3- <u>Now rewrite these sentences with an adverb of frequency.</u> 4- <u>Write about your day and your friend's.</u></p> <p><u>Assessment:</u> Oral questions: Written Exercises:</p>	Teacher's preparation book Students' note books Student's' activity books	5 m 15 m 15 m 5 m

Home Assignment:WB page 73

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " It's my favourite subject "

Day	Date	Period	Class

Lesson (3) SB Pages (16 and 17) WB page 81

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • learn more about possessive's. • ask and answer about objects. • find the differences between two pictures. • correct the underlined words in the sentences. • learn more about rules. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> notebook football shirts cap T-shirt whose</p> <p><u>Structures:</u> -It's the girl's notebook. -The girl's name is Lama. -It's Salma's book. -It's the girls' picture. -The girls' names are Judy and Ola.</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What's your favourite hobby?</p> <p><u>Presentation:</u> 1- <u>Look at the table and complete the sentences with the names in brackets.</u> -Ask the students look at the picture and read the names. Ask them to read the names then ask a question (Whose bag is this? It's Magdy's.) then let them complete the sentences blow.</p> <p>2- <u>Work in groups. Put objects on the table. Ask and answer.</u> 3- <u>Find the differences between the pictures.</u> WB 1- <u>Listen and match the objects with the people.</u> 2- <u>Now complete the sentences.</u> 3- <u>Read and correct the underlined words.</u> 4- <u>Which rules do you follow at home?</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's' activity books</p>	<p>5M</p> <p>15m</p> <p>15m</p> <p>5m</p>

Home Assignment:WB page 81

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " It's my favourite subject "

Day	Date	Period	Class

Lesson (4) SB Page (18) WB page 82

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • learn about some means of transport. • learn about some countries. • write about your journey to school. • ask and answer some questions about your school. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p>journey canoe bike snowmobile Uganda cycle cheep healthy</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> How do you go to school?</p> <p><u>Presentation:</u> <u>1- Look at the photos and answer the questions.</u> -Ask the students to look at the photos and answer the question about means of transport.</p> <p><u>2- Read the text and check your answers to Exercise 1.</u> -Ask the students to read the text and check their answers from Ex 1 .</p> <p><u>3- Match the speakers with the correct parts of the text in Exercise 2.</u> <u>4- Listen and check your answers to Exercise 3.</u> <u>5- Answer the questions.</u> <u>6- Write about your journey to school in your notebook. Think about these questions.</u></p> <p>WB <u>1- How many forms of transport do you know? Complete the table.</u> <u>2- Read Student's Book page 18 again. Choose the correct word.</u> <u>3- Complete the sentences with at, in or- .</u> <u>4- Write about your journey to school.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>
		<p><u>Structures:</u></p> <p>1- How do you travel to school?</p> <p>2- How long does it take?</p> <p>3- Why do some children need to take difficult journeys to school?</p> <p>4- Why is it important to go to school?</p>		<p>5m</p>		
		<p>5m</p>				

Home Assignment: WB Page (82)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher Senior teacher Supervisor Director

Unit 2 " It's my favourite subject "

Lesson (5) SB Page (19) WB page 83

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> ask and answer some questions about the school day. put a dialogue in the correct order. write a paragraph about your favourite subject. 	<ul style="list-style-type: none"> Data show Internet Student's book Workbook Teacher's guide Library Board Cassette Flash cards 	<p><u>New vocabulary:</u></p> <p>hobbies timetable food favourite children good at</p>	<ul style="list-style-type: none"> Lecture Discussion Inductive Study circles Problem solving Brainstorming Co-operative learning Discovery Role playing Individual Peer learning Work groups Team teaching Pair work 	<p><u>Warm up and revision:</u> Are you good at computer studies?</p> <p><u>Presentation:</u> <u>1- Look at the photo and answer the questions.</u> -Ask the students to look at the photon in ex.1 and answer the questions.</p> <p><u>2- Listen and check your answers to Exercise 1.</u> -Ask the check their answers in Ex1 through listening text..</p> <p><u>3- Complete the questions.</u> -Ask the students to answer the questions. Then check their answers.</p> <p><u>4- Match the questions in Exercise 3 with these answers.</u></p> <p><u>5- Work in pairs. Use the questions in Exercise 3 to ask and answer questions about your school day.</u></p> <p>WB <u>1- Put the dialogue into the correct order.</u> <u>2- Look at the graph. Read and number in order from best to worst.</u> <u>3- Answer the questions.</u></p> <p>Assessment: Oral questions Written Exercises</p>	<p>Teacher's preparation book</p> <p>Students' note books</p> <p>Student's activity books</p>	<p>5m</p> <p>15m</p> <p>15m</p> <p>5m</p>
		<p><u>Structures:</u></p> <p>-When have we got Computer Studies?</p> <p>-It's after break.</p> <p>-Are you good at Computer Studies?</p> <p>-Yes, I'm not bad at it.</p>				

Home Assignment: WB Page (83)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

Senior teacher

Supervisor

Director

Unit 2 " It's my favourite subject "

Lesson (6) SB Page (20) WB page 84

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p><u>By the end of the lesson students will be able to:</u></p> <ul style="list-style-type: none"> • read a passage about your daily life. • use punctuation correctly. • use adverbs of frequency. 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u> preparatory music watch always sometimes shower</p> <p><u>Structures:</u> a- What do you usually do after school? b- How old are you, and where are you from? c- What subjects do you like?</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What do you usually do after school?</p> <p><u>Presentation:</u> <u>1- Read about Amira. Write the questions a–c in the correct places.</u> -Ask the students to read the text carefully and put the questions in their correct places. <u>2- Read the text again. Are these sentences true (T) or false (F)?</u> -Ask the students to read again and decide which one is correct or false. <u>3- Now write about a day in your life. Use adverbs of frequency.</u> -Ask the students to write about their daily life using adverbs of frequency.</p> <p><u>WB</u> <u>1- Read the email and write the missing sentences a–c in the right places.</u> <u>2- Read the email again and answer the questions.</u> <u>3- Write Nagwa’s reply to Nesma.</u></p> <p><u>Assessment:</u> Oral questions Written Exercises</p>	Teacher’s preparation book Students’ note books Student’s activity books	5m 15m 15m 5m

Home Assignment:WB page 84

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director

Unit 2 " It's my favourite subject "

Lesson (7) SB Page (21) WB page 85

Day	Date	Period	Class

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
<p>By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> • review and practise the vocabulary and structures of the unit 	<ul style="list-style-type: none"> -Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards 	<p><u>New vocabulary:</u></p> <p style="text-align: center;">No new vocabulary</p>	<ul style="list-style-type: none"> -Lecture -Discussion -Inductive -Study circles --Problem solving -Brainstorming -Co- operative -learning -Discovery -Role playing -Individual -Peer learning -Work groups -Team teaching -Pair work 	<p><u>Warm up and revision:</u> What time is it now?</p> <p><u>Presentation:</u> 1- Say the times. -Ask the students to look at the picture then tell the time. 2- Match the words from A and B to make daily activities. -Ask the students to match the verb with the correct activity then make a sentence. 3- Whose things are these? Which subjects are they for? Make sentences. -Ask the students to make sentences about possessions. 4- Add the adverbs of frequency to these sentences.</p> <p>WB 1- Read and match. 2- Complete the times. 3- Choose the correct answer from a, b, c or d. 4- Quiz! Can you match the flags and the countries? 5- Now make sentences about the flags in Exercise 4.</p> <p>Assessment: Oral questions Written Exercises</p>	<p><i>Teacher's preparation book</i></p>	5m
		<p><u>Structures:</u></p> <p style="text-align: center;">No new Structures</p>		<p><i>Students' note books</i></p>	15m	
		<p><i>Student's' activity books</i></p>		15m		
						5m

Home Assignment:WB Page (85)

Self-Evaluation: () I've achieved all the lessons objectives or () I haven't achieved all the objectives for some reasons. I'll try hard to achieve them.

Teacher

senior teacher

supervisor

Director