

Fayoum governorate Yousef El-Sadeek Directorate **Qaser El-Gebali prep school** New Hello English preparation notebook 1st year prep- 1st Term 2019 - 2020 Jnits By Mr- Adel Abd Elhady Ibrahim 01100422437 01009723719

Unit 4 " We're using technology "

Day	Date	Period	Class

Lesson (1) SB Pages (34 and 35) WB page 95

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5 m
students will be able to:	-Internet	laptop computer	-Discussion	Do you have a smart phone? <u> Presentation:</u>	Teacher's preparation	45
 To read a range of high-frequency words 	-Student's book	mobile phone mouse	-Inductive -Study circles	<u>1- Read Ziad's description of his</u> <u>classroom. Are the sentences true (T) or</u>	book	15 r
and CVC words.	-Workbook	MP3 player	Problem solving	 <u>false (F)? Correct the false sentences.</u> Draw students' attention to the speech bubble at the bottom of page 34 and explain that the boy is talking 	Students'	
 To use glossaries to determine or clarify 	-Teacher's guide	phone charger printer	-Brainstorming	about the classroom picture at the top of page 35. <u>2- Listen to the description of the</u>	note books	
the meaning of words and phrases.	-Library	tablet	-Co- operative	<u>classrooms. Tick (</u> П) the correct picture. Read though the instruction with the class and explain	DUUKS	
·	2101019	<u>Structures:</u> <i>There is / there are</i> ; the	-learning	that they have to choose the correct picture. 3- Now describe one of the pictures to	Student's'	
• To read short, simple sentences.	-Board	present continuous	-Discovery	your partner. Which picture is it?	activity	15 r
· To identify koy	-Cassette		-Role playing	4- Work in pairs. Ask and answer questions about your classroom.	books	
 To identify key details in short, 	-Flash cards		-Individual	WB 1- Write the correct word next to the		
familiar texts.			-Peer learning	number.		
			-Work groups	2- Circle the correct words. 3- Look at the picture and complete		
			-Team teaching	the sentences with these words. 4- Write a description of your		
			-Pair work	<u>classroom.</u> Assessment:		
				Oral questions: Written Exercises:		5 ı

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

Supervisor

Director

Unit 4 " We're using technology "	Day	Date	Period	Class
Lesson (2) SB Pages (36 and 37) WB page 96				

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		
students will be able to:		online	-Discussion	Do you have a laptop?	Teacher's	5 m
	-Internet	3D printer		Presentation:	preparation	
 To read short, simple 		selfie	-Inductive	1- Read the text message conversation.	book	
sentences.	-Student's book	click on the icon	-Study circles	What is in this photo?		15 r
. To use alessenies and		look at a website	-	Direct students' attention to the photo at the top of the page. Ask the class to describe what they can see		
• To use glossaries and beginner's dictionaries	-Workbook	make a video call	Problem solving	and have a guess at what it might be.	Students'	
to determine or clarify		tap on the	-Brainstorming	2- Match the verbs to the photos. Which	note	
the meaning of words	-Teacher's guide	icon	Dramstorning	of these are in Adam's conversation? Ask a different student to read each of the verb phrases to the	books	
and phrases.			-Co- operative	class. Check they understand them and refer to the Glossary	Doone	
-	-Library		-learning	of the book if necessary. 3- Read the text again and answer the		
• To skim grade- appropriate text to get	Desaud		-	questions.	Student's'	
the general idea.	-Board	<u>Structures:</u>	-Discovery	Read through the questions as a class and check for	activity	
Server an research	-Cassette	To practice	-Role playing	understanding.	books	15 r
 To identify key details 	-casselle	using the present		<u>4-Work in pairs. Discuss.</u> The speech bubble icon in the Student's Book denotes		
in short, familiar texts.	-Flash cards	continuous.	-Individual	a critical thinking exercise, encouraging students to		
• To write short,	i lasti caras		-Peer learning	question and challenge what they know and learn		
explanatory texts.				WB		
 To form and use the 			-Work groups	1- Circle the correct words.		
simple verb tenses			-Team teaching	2- Match to make sentences. 3- Complete the sentences with the		
(present continuous).				correct form of these verbs.		
To a formation of the second			-Pair work	4- What are people in your family doing at		
• To ask and answer questions in order to get				the moment?		
information.				Assessment:		
				Oral questions:		5 m
				Written Exercises:		

Home Assignment:WB page 96

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

Supervisor

Unit 4 " We're using technology " Day Date Period Class Lesson (3) SB Pages (38 and 39) WB page 97 WB page 97 Unit 4 (10 minute) Unit 4 (10 minute) Unit 4 (10 minute)

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
students will be able to:	-Internet		-Discussion	What are you doing now? Presentation:	Teacher's preparation	15m
 To identify key 		website garden	-Inductive	1- Listen to the conversation between	book	
details in short, familiar texts.	-Student's book	dancer	-Study circles	two sisters. What is Randa doing? Draw students' attention to the photo of the two		
 To form and use the 	-Workbook		Problem solving	girls and elicit what they are doing. (They are talking on the phone.)	Students'	
basic verb tenses	-Teacher's guide	Structures:	-Brainstorming	2- Listen again and take notes. Then write sentences about what the family is	note	
(present			-Co- operative	doing.	books	
continuous).	-Library	To form questions and negative	-learning	Read the instruction with the class. Look at the photos with the class and decide who the people		15m
 To identify gist and main idea(s) in short 	-Board	sentences in the present	-Discovery	are. <u>3- Ask and answer the questions in pairs.</u>	Student's' activity	
listening texts.	-Cassette	continuous	-Role playing	<u>4- Now answer the questions about your</u> friend.	books	
 To express facts. 	-Flash cards		-Individual	5- Read the puzzle. Match the numbers		
·			-Peer learning	with the people. WB		
			-Work groups	<u>1- Read the conversation between Leila</u> and Judy.		
			-Team teaching	2- Reorder the words to make questions.		
			-Pair work	3- Now answer the questions in Exercise 2.		-
				<u>4- Read the answers.</u> Assessment:		5m
				Oral questions		
				Written Exercises		

Home Assignment:WB page 97

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

Supervisor

Unit 4 " We're	Unit 4 " We're using technology "		Day	Date	Period	Class	
Lesson (4) SB Page (40) WB page 98	<u>3</u>					
Objectives	Teaching Aids	Content	Strategies	Procedures		Evidence	Time
By the end of the lesson	-Data show	New vocabulary:		Warm up and revision:		-	5m
students will be able to:	-Internet	nature	-Discussion	Do you have a laptop?		Teacher's preparation	
• To skim grade-	-internet	eagle		Presentation: L- Read about Wael and Mazin. V	Who has got a	book	15m
appropriate text to get	-Student's book			aptop?	1, 11		
the general idea.	-Workbook			Tell students they are going to posts about two different boys	Ų		
 To identify key 		Structures:	t	to look at the photos and say w	hat each	Students'	
details in short, familiar texts.	-Teacher's guide	The present	- -	person is doing. Check student present continuous.	s' use of the	note books	
Tammar lexis.	-Library	continuous (Workbook)	-Co-operative	2- Read and complete the tab	le.		
• To read and respond		(,		I - Ask the students to read the	•	Student's'	
to short, familiar texts.	amiliar textsBoard			again and then complete the ta 2- When the students have fini	activity		
Write about likes and	-Cassette		-Role playing	compare their answers with a p	partner. If they	books	15m
dislikes in different topics (Workbook).				have different answers, they categories they categories to see if they can find			15
	-Flash cards		-Peer learning	answers.			
			N	NB 1- Complete the table with t	ho words in		
			$\overline{\mathbf{t}}$	he box.			
				2- Look at the picture. Comp with the words in the box.	<u>plete the text</u>		
			-Pair Work	3- Now write a description c			
				<mark>1- Which do you like more, r</mark> echnology?	lature or		
				Assessment:			5m
				Oral questions Written Exercise			
Home Assignment: <u>WB Page</u>							
Self-Evaluation: () I've ach	ieved all the lessons	objectives or () I haven't	achieved all the objective	es for some reasons. I'll try h	ard to achieve th	nem.	
Teacher	Senior te	eacher	Su	pervisor	Dire	ctor	

Unit 4 " We're using technology "	Day	Date	Period	Class
Lesson (5) SB Page (41) WB page 99				

Objectives	Teaching Aids	Content	Strategies	Procedures	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5m
students will be able to:	-Internet	person	-Discussion	How do you send a text message? Presentation:	Teacher's preparation	
To identify key details		tape send	-Inductive	1- Read the instructions and put the pictures in	book	15n
in short, familiar texts.	-Student's book	icon	-Study circles	the correct order. Draw students' attention to the series of pictures		
• To form and use the	-Workbook	boil kettle	Problem solving	showing a mobile phone. Ask students what they think they show (instructions for how to send a	Students'	
simple verb tenses (the imperative).	-Teacher's guide		-Brainstorming	text message). Point out that the pictures are not in the correct order.	note	
•	Library	Structuros	-Co- operative	2- Complete the text.	books	
 To write a short, informative/explanatory 	-Library	<u>Structures:</u> The imperative	-learning	-Read through the language box with the class. Then ask students to look back at the	Student's'	
text.	-Board		-Discovery	text in Exercise 1 and ask students which	activity	
	-Cassette		-Role playing	words in the text are imperatives (<i>tap</i> , <i>write</i>). <u>3- In pairs, make instructions for how to make a</u>	books	15m
	-Flash cards		-Individual	<u>cup of tea. You can use these words to help</u> you.		
			-Peer learning	WB		
			-Work groups	<u>1- Read and correct the underlined</u> words.		
			-Team teaching	2- How do you send a text message? 3- Complete the sentences with the		
			-Pair work	words in the box. 4- Now write instructions for how to make		
				a cup of tea.		
				Assessment: Oral questions		5m
				Written Exercises		
ome Assignment:. WB Page			<u>n</u>	<u>n</u>		<u>. </u>
elf-Evaluation: () I've achie	eved all the lessons o	bjectives or ()I haven't	achieved all the object	ives for some reasons. I'll try hard to achieve the	em.	
Teacher	Senior teac	her		Supervisor	Director	

Unit 4 " We're using technology "			Day	Date	Period	Class	S
esson(6)SBPage(42) WB page 100	<u>)</u>					
Objectives	Teaching Aids	Content	Strategies	Procedures	;	Evidence	Time
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:			5m
students will be able to:	-Internet	password	-Discussion	What do you know about face Presentation:	ebook?	Teacher's preparation	
 To identify key 		secret	-Inductive <u>1- Work in pairs. Complete the table with</u>		<u>the table with</u>	book	15m
details in short, familiar texts.	-Student's book		-Study circles	this advice. Can you add an - Read the table heading "Stay			
	-Workbook	Structures:	Problem solving	use technology" to the class an	nd elicit any		
 To write short, informative texts 	-Teacher's guide	To form and use negative imperatives	-Brainstorming	ideas around what it means. 2- In pairs, make a poster a	bout how to	Students' note	
• To form and use the simple verb tenses	-Library		-Co- operative	stay safe online. 1- Review positive and negative		books	
(the			-learning	with the students and write example to board for weaker classes.	amples on the	Student's'	
imperative).	-Board		-Discovery	2- Put students into pairs. Stro	onger classes	activity	
• To express facts and	-Cassette		-Role playing	can work through the three sta independently. Otherwise, bra	0	books	15m
points of view.	et al and		-Individual	bulleted points with the class a			
	-Flash cards		-Peer learning	on the board. WB			
			-Work groups	<u>1- Complete the crosswo</u>			
			-Team teaching	2- Write these sentences negatives. Tick () the neg			

Home Assignment:WB page 100

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.

-Pair work

Teacher

senior teacher

supervisor

<u>Assessment:</u> Oral questions Written Exercises

sentences you agree with.

Director

5m

		<u>1</u>					
Objectives	Teaching Aids	Content	Strategies	Procedure	S	Evidence	Time
By the end of the lesson students will be able to: • To review and practise the vocabulary and structures of the unit. • To write a paragraph about online safety (Workbook).	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards	No new vocabulary <u>Structures:</u> No new Structures	-Discussion I -Inductive I -Study circles I -Problem solving I -Brainstorming I -Co- operative I -learning I -Discovery I -Role playing I -Individual I -Peer learning I -Work groups I -Team teaching I -Pair work I	Warm up and revision: What do you remember about Presentation: L-Look and say what these of Before students open the boot Dechnology and nature words Write two headings on the boot Technology and nature) and of each to write in the column 2-What technology do you up airs. Discuss. Students can stay in the same Exercise 1. Alternatively, put groups of three. 3-Ask and answer questions your partner is thinking of. WB 1-Match to make words for Which is one word? 2-Complete the dialogue words. 3-Answer the questions for 4-Write a paragraph about safe online. classroom. Assessment: Oral questions Written Exercises	bbjects are. oks, brainstorm from the unit. ard d elicit examples as. use? Work in the pairs as in students into c. Guess who c. technology. with these r you.	Teacher's preparation book Students' note books Student's' activity books	5m 15m 15m