

Fayoum governorate Yousef El-Sadeek Directorate Qaser El-Gebali prep school



New Hello! English preparation notebook 1st year prep- 1st Term 2019 - 2020

By Mr- Adel Abd Elhady Ibrahim 01100422437 01009723719

Units 1 & 2)

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English preparation notebook Personal information

Teachers name: Year: 2019 - 2020

Adress: classes:

School: Mobile:

Date of birth: Email:

First year prep

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Ministry of Education ELT Counsellor's office

توزيع منهج اللغة الانجليزية للصف الأول الاعدادي ٢٠٢٠ - 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	
Мау	

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

- <u>1.a</u>: 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:

- <u>2.a</u>: 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.
- <u>2.b</u>: 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.

A map of learning Outcomes

1st term 2019/2020 School's name:

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

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

Teacher's signature

Senior teacher's signature

Headmaster's signature

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

Day	Date	Period	Class

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:	last a march	aunt	-Discussion	What's your name?	Teacher's preparation	
Welcome the	-Internet	brother	-Inductive	Presentation: 1-Read and write the names of the people 1–10.	book	15 m
students to their new	-Student's book	dad mum	-Study circles 1 -Draw attention to the Objectives box on page 3, which refers to the objectives of the unit, and			
class	-Workbook	grandfather	Problem solving	explain in Arabic if necessary. 2 -Now tell the students to read about the family	Ot and a set of	
• Introduce the	-Teacher's guide	grandmother sister	-Brainstorming	members.	Students' note	
Student's Book to the students		son	-Co- operative	2- Reread and find:	books	
	-Library	family	-learning	exercise 2. Help them if necessary. 3- Look at Ali's family. Circle the correct		
 Talk about family members. 	-Board	Structures: Pronouns	-Discovery	words. - Ask the students to read the questions. Tell	Student's' activity	15 m
Discuss some	-Cassette	Possessive adjectives	-Role playing	them that the information they need is in the	books	
questions about	-Flash cards	my, your, his, her, its,	ner, us. I Individual	text in exercise 2. 4- Work in pairs. Discuss.		
family.	-riasii cai us	our, their	-Peer learning	- Ask the students to work in pairs. They will		
			-Work groups	take turns. Every student will talk about his / her family.		
			-Team teaching	WB 1- Complete the crossword.		
			-Pair work	2- Listen and complete the text		
				3- Complete the sentences		
				Assessment: Oral questions: Written Exercises:		5 m

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

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

Day	Date	Period	Class

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:	-Internet	twins chess	-Discussion	Have you got a brother or sister? Presentation:	Teacher's preparation	5 m	
 use the present simple 	-Student's book	voluntary work	-Inductive -Study circles	1- Have you got a brother or sister? Have you got the same hobbies as your	book	15 m	
ask and answer questions about	-Workbook	drums band	Problem solving	brother or sister? -Ask the students to answer the above mentioned questions.	Students'		
family.	-Teacher's guide		-Brainstorming	2- Read the interview and answer the	note		
	-Library		-Co- operative	question. Hazem and Hatem both love football. True or False?	books		
	·	Structures: The present simple	-learning	-Ask the students to read the interview with twins brothers Hazem and Hatem and answer	Student's'		
	-Board	I play the drums. She plays chess.	-Discovery	the questions in exercise 2.	activity		
	-Cassette	I don't play football. She doesn't go swimming.	I don't play football. She doesn't go	-Role playing	3- Look at the photos and talk about the hobbies you like.	books	15 m
	-Flash cards			-Individual	4- Read the interview again and answer the questions.		
			-Peer learning	5- Listen and complete the diaries.			
			-Work groups	WB 1- Read and match the words with			
			-Team teaching	their meanings.			
			-Pair work	2- Complete the table. 3- Complete the sentences			
				4 -Write about your hobbies Assessment:		5 m	
				Oral questions: Written Exercises:		3 111	

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.

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					
By the end of the lesson	-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M					
students will be able to:	-Internet		-Discussion	What's your favourite hobby? Presentation:	Teacher's preparation	15m					
 ask and answer 		hobby music	-Inductive	1- Think of different hobbies. Then	book						
about hobbies	-Student's book	football	-Study circles	<u>ask and answer.</u> -Ask the students to answer the questions.							
• listen to a	-Workbook	swimming	Problem solving	Let everybody to talk about his / her own	Students'						
conversation between Sami and Aya.	-Teacher's guide	how long	-Brainstorming	hobbies. 2- Look at the table. Are sentences 1	note						
			-Co- operative	and 2 true (T) or false (F)?	books						
• Learn about some	-Library	Structures:	-learning	-Ask the students to complete the table then put T or F.	Ct. do mticl	15m					
countries.	-Board	-I play football.	-Discovery	3- Correct the underlined words. 4- Listen to Sami and Aya. Which	Student's' activity						
 ask and answer questions using the 	-Cassette	-I don't play football.	-Role playing	three countries do you hear in the	books						
present simple tense.	-Flash cards	football?	-Do you play football?					-Individual	conversations? 5- Listen again and answer the		
	1 10311 601 03	-Does he play football?	-Peer learning	questions. WB							
		Toolbail.	-Work groups	1- Complete the text with these words.							
			-Team teaching	2- Reorder the words to make questions. 3- Match the questions in Exercise 2 to							
			-Pair work	these answers. Assessment:		_					
				Oral questions Written Exercises		5m					

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.

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

Day	Date	Period	Class

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	orphan	-Discussion	Do you like reading stories?	Teacher's preparation	
• read about Heidi.	-internet	attic	-Inductive	Presentation: 1- Do you know the story of Heidi? Where	book	15m
• read about neidi.	-Student's book	mountain		does she live?		
ask and answer	Markhook	goat birds	-Study circles	-Ask the students to read the story of Heidi and answer the question.		
about yourself.	-Workbook	flowers	Problem solving	2- Read the story and put these pictures	Students'	
	-Teacher's guide	adventure	-Brainstorming	in the correct order.	note	
discuss some			-Co- operative	-Ask the students to read the story again and reorder the pictures.	books	
questions about the story.	-Library		-learning	3- Read the story again. Find these words		
Siory.	-Board	Structures:	-Discovery	in the textAsk the students to reread the story and	Student's' activity	
		-Heidi lives with her grandfather.	-Role playing	complete the sentences with the correct word	books	
	-Cassette			from the text. 4- What do you think Heidi learns when		15m
	-Flash cards	- Heidi lives in Switzerland.	-Individual	she lives with her grandfather?		
		Switzerialiu.	-Peer learning	5- Add two sentences to end the story. 6- Read the sentences about Heidi.		
		- She drinks milk.	-Work groups	WB		
		- Her friend is called	-Team teaching	1- Complete the sentences.		
		Peter.	-Pair work	2- Complete the table. Can you add any words?		
				3- Match the description to the		
				people in the story. 4- Answer the questions about Heidi.		Em
				Assessment:		5m
				Oral questions		
ı				Written Exercises		

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.

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

Day	Date	Period	Class

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:		food	-Discussion	Do you remember the story of Heidi?	Teacher's	
	-Internet	cheese	-Inductive	Presentation:	preparation book	15m
 answer some questions about the 	-Student's book	bread		1- Ask and answer the questions in pairs. -Ask the students to read the story of Heidi	Doon.	15111
story of Heidi from the		hobby	-Study circles	from lesson 4 and answer the question.		
last lesson.	-Workbook	Play football	Problem solving	2- Think of other words you know for food	Otrodonto.	
		diagram	-Brainstorming	and hobbies and write them on the diagram.	Students' note	
• complete a diagram	-Teacher's guide			-Ask the students to group words together	books	
food and hobbies.	-Library	Churchings	-Co- operative	like in the diagram.		
a verito a paragraph	,	Structures: - My best friend's name	-learning	3- Think of a friend or a person in your family. Write answers to these questions.	Ct d a at'al	
 write a paragraph about family. 	-Board	is Mustafa.	-Discovery	-Ask the students to answer the questions	Student's' activity	
about fairing.			-Role playing	about a person in their family and write a	books	
	-Cassette	- How old is he?		paragraph.		15m
• learn more about	-Flash cards	- Where does he live?	-Individual	4- Ask and answer the questions in pairs. WB		
family tree.		- where does he live:	-Peer learning	1- Complete the sentences.		
			-Work groups	2- Complete the table. Can you add		
				any words?		
			-Team teaching	3- Match the description to the people in the story.		
			-Pair work	4- Answer the questions about Heidi.		
				Assessment:		
				Oral questions Written Exercises		5m
				Wilten Exercises		3

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.

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

Day	Date	Period	Class

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	gymnast gymnastics	-Discussion	What do you know about gymnastics? Presentation:	Teacher's preparation	
• read a passage		busy	-Inductive	1- Read about Habiba Marzouk. Which	book	15m
about Habiba	-Student's book	train	-Study circles	sport makes her happy? -Ask the students to read about Habiba		
Marzouk	-Workbook	top Olympics	Problem solving	Marzouk and answer the question. 2- Read again and correct the underlined	Students'	
 write a description 	-Teacher's guide	healthy	-Brainstorming	words.	note	
about someone in the family.	-Library	strong	-Co- operative	-Ask the students to read again and correct the underlined words in Exercise 2.	books	
	,	Characteria	-learning	3- Write a description of someone in your family.	Student's'	
• learn more about	-Board	Structures: - Habiba Marzouk is a	-Discovery	-Ask the students to answer the questions	activity	
punctuation marks.	-Cassette	gymnast.	-Role playing	about a person in their family and write a paragraph.	books	15m
	-Flash cards	- She is 18 and	-Individual	WB		
	-Flasii Calus	lives in Cairo with her family.	-Peer learning	1- Read about Habiba Marzouk again and complete these sentences.		
		ranny.	-Work groups	2- Read and punctuate. 3- Choose the correct answer.		
			-Team teaching	4- Write about your usual week.		
			-Pair work	Assessment: Oral questions		
				Written Exercises		
						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.

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

Day	Date	Period	Class

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: review and practise	-Internet	No new	-Discussion	What do you remember about your family tree?	Teacher's preparation	
the vocabulary and		vocabulary	-Inductive	Presentation:	book	15n
structures of the unit	-Student's book	, , , , , , , , , , , , , , , , , , , ,	-Study circles	1- Work in pairs. Look at Ali's family tree and make sentences.		
• practise using	-Workbook		Problem solving	-Ask the students to make sentences about	Students'	
capital letters	-Teacher's guide		-Brainstorming	Ali's family tree. 2- Read and complete the text.	note	
Conechy	-Library	Structures:	-Co- operative	-Ask the students to complete the text about Lama using the correct verb	books	
	-Library		-learning	3- Write the third person form of these		
	-Board		-Discovery	verbs. Then write a sentence with <i>He</i> or <i>She</i> .	Student's' activity	
	-Cassette		-Role playing	-Ask the students to write the third person	books	15r
	-Flash cards	No	-Individual	form of the verbs in exercise 3. WB		
	Tiusii caras	new Structures	-Peer learning	1- Reorder the letters to make words		
		Structures	-Work groups	for people in the family. 2- Read and complete the country		
			-Team teaching	names. 3- Complete the sentences with a		
			-Pair work	possessive adjective.		
				4- Read the passage from your Student's Book page 11 again.		
				5- Read and correct the sentences.		
				Assessment: Oral questions		5n
				Written Exercises		

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.

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

Day	Date	Period	Class

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	favourite	-Discussion	What's your favourite subject? Presentation:	Teacher's preparation	
Ask the students		subject art	-Inductive	1- Look at Amal and Injy's timetable	book	15 m
about their favourite subjects.	-Student's book	science	-Study circles	and answer the questions. 1 -Draw attention to the Objectives box on page		
	-Workbook	maths social studies	Problem solving	12, which refers to the objectives of the unit, and explain in Arabic if necessary.	Students'	
 learn more about telling the time. 	-Teacher's guide	English	-Brainstorming	2 -Now tell the students to read about school subjects.	note books	
	-Library	Arabic	-Co- operative	2- Listen and complete the timetable.	DOOKS	
 Talk about school timetable. 	-Library	break Structures:	-learning	- Ask the students to listen to the text and answer the questions. 2. Help them if	Student's'	
	-Board	1- How many lessons	-Discovery	necessary.	activity	15 m
	-Cassette	do they have every day?	-Role playing	3- Listen again and answer the questions.	books	
	-Flash cards		-Individual	- Ask the students to listen again and answer the questions.		
		2- What subjects do they study?	-Peer learning	4- Say the times. Listen and check.		
			-Work groups	- Ask the students to work in pairs. They talk about how tell the time correctly.		
			-Team teaching	WB		
			-Pair work	1- Write the school subjects. 2- Write the times in words.		
				3- Answer the questions. Assessment:		F
				Oral questions:		5 m
				Written Exercises:		

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

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

Day	Date	Period	Class

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:	-Internet	typical bell	-Discussion	How often do you go to school? Presentation:	Teacher's preparation	5 m
learn more about daily life around the	-Student's book	hall	-Inductive -Study circles	1- Look quickly at the text. When does school finish?	book	15 m
world. • use the present	-Workbook	library playground	Problem solving	-Ask the students to the text and answer the questions in Ex 2 and 3.	Students'	
simple.	-Teacher's guide		-Brainstorming	2- Look at the words in bold in the text. Match the words and the definitions. 3- Read the text again and answer the	note books	
• use the adverbs of frequency correctly.	-Library		-Co- operative -learning	questions. 4- Look at the adverbs of frequency. How	DOOKS	
	-Board	Structures: The present simple	-Discovery	often 5- Complete the sentences about Akeyo	Student's' activity	
	-Cassette	1- How does Akeyo get to school?	-Role playing	and her brother, Yaro. 6- Complete the table for you.	books	15 m
	-Flash cards	2- Why does it take a long time?	-Individual	7- Ask and answer the questions in pairs.WB1- Complete the sentences with these		
		3- What time does school start?	-Peer learning -Work groups	words. 2- Complete the table with these		
		4- What do Akeyo and her friends do at	-Team teaching	words. 3- Now rewrite these sentences with		
		break? 5- When does Akeyo	-Pair work	an adverb of frequency. 4- Write about your day and your		
		go to bed?.		friend's. Assessment: Oral questions:		5 m
				Written Exercises:		

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.

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

Day	Date	Period	Class

Teaching Aids	Content	Strategies	Procedures	Evidence	Time
-Data show	New vocabulary:	-Lecture	Warm up and revision:		5M
-Internet	notebook	-Discussion	What's your favourite hobby? Presentation:	Teacher's preparation	15m
		-Inductive	1- Look at the table and complete	book	
-Student's book	T-shirt	-Study circles	the sentences with the names in		
-Workbook	whose	Problem solving	-Ask the students look at the picture and read	Students'	
-Teacher's guide		-Brainstorming	the names. Ask them to read the names then ask a question (Whose bag is this? It's	note	
	Structures:	-Co- operative	Magdy's.) then let them complete the	DOOKS	
-Library	-It's the girl's	-learning		Student's'	15m
-Board	motobook.	-Discovery	table. Ask and answer.		
-Cassette	-The girl's name is Lama.	-Role playing	3- Find the differences between the pictures.	books	
-Flash cards	-lt's Salma's book	-Individual	WB 1- Listen and match the objects with the		
		-Peer learning	people.		
	-It's the girls' picture.	-Work groups	2- Now complete the sentences. 3- Read and correct the underlined		
	-The girls' names are	-Team teaching	words.		
	Judy and Ola.	-Pair work	Assessment: Oral questions Written Exercises		5m
	-Data show -Internet -Student's book -Workbook -Teacher's guide -Library -Board -Cassette	-Data show -Internet -Internet -Student's book -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards -It's Salma's bookIt's the girls' picture.	-Data show -Internet -Internet -Student's book -Student's book -Workbook -Teacher's guide -Library -Board -Cassette -Flash cards -It's Salma's bookIt's the girls' pictureIt's the girls' names are -It's damaIt's the girls' names are -It's dama old	-Data show -Internet -Internet -Internet -Student's book -Student's book -Teacher's guide -Library -Board -Cassette -Flash cards -Teacher's series -Teacher's puide -Teacher's guide -Tit's the girl's -The girl's name is LamaThe girl's name is LamaThe girls' names are Judy and OlaTeam teaching -Pair work -Discussion -Inductive -Study circles -Coo operative -Co- operative -learning -learning -Discovery -It's the girl's name is LamaPeer learning -Nork groups -Team teaching -Pair work -Discussion -Inductive -I-Look at the table and complete the sentences with the names in bracketsAsk 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. 2- Work in groups. Put objects on the table. Ask and answer. 3- Find the differences between the pictures. WB 1- Listen and match the objects with the peopleNow complete the sentences. 3- Read and correct the underlined words. 4- Which rules do you follow at home? Assessment: Oral questions	-Data show Internet I

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.

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

Day	Date	Period	Class

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:		journey	-Discussion	How do you go to school?	Teacher's	
	-Internet	canoe	-Inductive	Presentation:	preparation book	15m
• learn about some	-Student's book	bike		1- Look at the photos and answer the questions.	DOG!	15111
means of transport.		snowmobile	-Study circles	-Ask the students to look at the photos and		
• learn about some	-Workbook	Uganda	Problem solving	answer the question about means of	Students'	
countries.	-Teacher's guide	cycle	-Brainstorming	transport. 2- Read the text and check your	note	
	- reacher 5 guide	cheep healthy	-Co- operative	answers to Exercise 1.	books	
write about your	-Library	nealiny	•	-Ask the students to read the text and check		
journey to school.			-learning	their answers from Ex 1.	Student's'	
	-Board	Structures:	-Discovery	3- Match the speakers with the correct parts of the text in Exercise 2.	activity	
ask and answer	-Cassette	1- How do you travel	-Role playing	4- Listen and check your answers to Exercise 3. 5- Answer the questions.	books	
some questions	Cussette	to school?	-Individual	6- Write about your journey to school in your		15m
about your school.	-Flash cards	2- How long does it		notebook. Think about these questions. WB		
		take?	-Peer learning	1- How many forms of transport do		
			-Work groups	you know? Complete the table.		
		3- Why do some	-Team teaching	2- Read Student's Book page 18		
		children need to take difficult journeys to	-Pair work	again. Choose the correct word. 3- Complete the sentences with at, in or		
		school?	-Fail Work	4- Write about your journey to school.		
				Assessment: Oral questions		
		4- Why is it important		Written Exercises		5m
		to go to school?				

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.

<u>Lesson (5) SB Page (19) WB page 83</u>

Day	Date	Period	Class

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:		hobbies	-Discussion	Are you good at computer studies?	Teacher's	
	-Internet	timetable	Lad all a	Presentation:	preparation book	45
• ask and answer	-Student's book	food	-Inductive	1- Look at the photo and answer the	DOOK	15m
some questions about	-Student's book	favourite	-Study circles	questionsAsk the students to look at the photon in		
the school day.	-Workbook	children	Problem solving	ex.1 and answer the questions.		
• put a dialogue in the		good at	_	2- Listen and check your answers to	Students'	
correct order.	-Teacher's guide		-Brainstorming	Exercise 1.	note books	
	Lila wa wa		-Co- operative	-Ask the check their answers in Ex1 through	DOOKS	
 write a paragraph 	-Library	Structures:	-learning	listening text 3- Complete the questions.		
about your favourite	-Board	-When have we got	_	-Ask the students to answer the questions.	Student's'	
subject.	200.0	Computer Studies? -Discovery	Then check their answers.	activity		
	-Cassette		-Role playing	4- Match the questions in Exercise 3	books	15m
		-It's after break.	-Individual	with these answers.		
	-Flash cards		-Peer learning	5- Work in pairs. Use the questions in Exercise 3 to ask and answer		
			-Peer learning	questions about		
		-Are you good at	-Work groups	your school day.		
		Computer Studies?	-Team teaching	WB		
			-Pair work	1- Put the dialogue into the correct order. 2- Look at the graph. Read and number in		
		-Yes, I'm not bad at it.	-rail work	order from best to worst.		
				3- Answer the questions.		
				Assessment: Oral questions		5m
				Written Exercises		

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.

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

Day	Date	Period	Class

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	preparatory	-Discussion	What do you usually do after school? Presentation:	Teacher's preparation	
• read a passage		music watch	-Inductive	1- Read about Amira. Write the	book	15m
about your daily life.	-Student's book	always	-Study circles	questions a–c in the correct places. -Ask the students to read the text carefully		
 use punctuation 	-Workbook	sometimes	Problem solving	and put the questions in their correct places.	Students'	
correctly.	-Teacher's guide	shower	-Brainstorming	2- Read the text again. Are these sentences true (T) or false (F)?	note	
use adverbs of	-Library	Structures:	-Co- operative	-Ask the students to read again and decide which one is correct or false.	books	
frequency.	,	a- What do you usually do after	-learning	3- Now write about a day in your life.	Student's'	
. ,	-Board	school?	-Discovery	Use adverbs of frequency. -Ask the students to write about their daily	activity	
	-Cassette	b- How old are you,	-Role playing	life using adverbs of frequency.	books	15m
	-Flash cards	and where are you from?	-Individual	WB 1- Read the email and write the missing		
	1 14511 641 45		-Peer learning	sentences a-c in the right places. 2- Read the email again and answer		
		c- What subjects do you like?	-Work groups	the questions.		
		Joa mie.	-Team teaching	3- Write Nagwa's reply to Nesma. Assessment:		
			-Pair work	Oral questions Written Exercises		
						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.

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

Day	Date	Period	Class

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: review and practise	-Internet	No new	-Discussion	What time is it now? Presentation:	Teacher's preparation	
the vocabulary and structures of the unit	-Student's book	vocabulary	-Inductive	1- Say the times. -Ask the students to look at the picture then	book	15m
structures of the unit	-Workbook		-Study circles	tell the time.		
	-WORKBOOK		Problem solving	2- Match the words from A and B to make daily activities.	Students'	
	-Teacher's guide	Characteristic	-Brainstorming	-Ask the students to match the verb with the	note books	
	1.91	Structures:	-Co- operative	correct activity then make a sentence.	Doone	
	-Library		-learning	3- Whose things are these? Which subjects are they for? Make	Student's'	
	-Board		-Discovery	sentencesAsk the students to make sentences about	activity	4=
	-Cassette		-Role playing	possessions.	books	15m
	-Flash cards	No	-Individual	4- Add the adverbs of frequency to these sentences.		
	-i lasii cal as	new Structures	-Peer learning	WB		
		· Structures	-Work groups	1- Read and match.2- Complete the times.		
			-Team teaching	3- Choose the correct answer from a, b, c or d.		
			-Pair work	4- Quiz! Can you match the flags and		
				the countries?		
				5- Now make sentences about the		
				flags in Exercise 4.		
				Assessment: Oral questions		5m
				Written Exercises		

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.