

Primary Six Prerparation

Second Term



School :

Teacher's name:

Grade : Six Primary.

Year : 2023 / 2024

Time table

| Morning | Afternoon | Days | 1 st Period | 2 nd Period | 3 rd Period | 4 th Period | 5 th Period | 6 th Period | 7 th Period | 8 th Period |
|---------|-----------|------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|------------------------|
| | | | | | <i>Saturday</i> | | | | | |
| | | <i>Sunday</i> | | | | | | | | |
| | | <i>Monday</i> | | | | | | | | |
| | | <i>Tuesday</i> | | | | | | | | |
| | | <i>Wednesday</i> | | | | | | | | |
| | | <i>Thursday</i> | | | | | | | | |

Notes:

| Periods | Time | Study Time | | | |
|------------------------|------|------------|----|-----------|----|
| | | Morning | | Afternoon | |
| | | From | To | From | To |
| Queue | | | | | |
| 1 st Period | | | | | |
| 2 nd Period | | | | | |
| 3 rd Period | | | | | |
| 4 th Period | | | | | |
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| 5 th Period | | | | | |
| 6 th Period | | | | | |
| 7 th Period | | | | | |
| 8 th Period | | | | | |

**Syllabus Distribution
Plan of Education year
20..... / 20.....**

| Primary | | | |
|----------------------|--------------------|-----------------|--------------------------------------|
| Months | Term | Sections | Remarks |
| <i>September</i> | First Term | Units..... | Connect Student's book |
| <i>October</i> | | Units..... | |
| <i>November</i> | | Units..... | |
| <i>December</i> | | Units..... | |
| <i>January</i> | | Units..... | |
| <i>February</i> | Second Term | Units..... | Connect Student's book |
| <i>March</i> | | Units..... | |
| <i>April</i> | | Units..... | |
| <i>May</i> | | Units..... | |

Teacher

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Supervisor

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School manager

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Objectives of Teaching English as a foreign Language in The Primary Stage

By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage: students should be able to:

1. Learn the basics of the English language that would form the foundation for its mastery in the future.
2. Use the basic structures of English sentences.
3. Learn the core vocabulary assigned for this stage.
4. Listen to and understand English.
5. Express themselves orally using English.
6. Read and understand simple English materials.
7. Write sentences and short paragraphs in English.
8. Develop an awareness of the importance of the English language as an international mean of communication.
9. To experience language awareness in terms of how English works and differs from Arabic.

1- Listening :

- Distinguish between English and other languages.
- Identify and name all the sounds of English.
- Carry out simple oral instructions - class routine.
- Listen to and understand the time on the hours.



2- Speaking :

- Produce consonant clusters as well as different sounds accurately.
- Use greetings and leave takings.
- Memorize and recite songs and rhymes.
- Give personal information "name, age"

3- Reading :

- Identify sound - letter correspondences.
- Read the written forms of the numbers 1: 100.
- Read the names of self and class members.
- Sight - read vocabulary in context.




4 Writing :

- Write the letters of the alphabet.
- Write the numbers 1: 100.
- Write your own name and the names of the things.
- Copy neatly from core vocabulary.






SCOPE AND SEQUENCE

Theme 3 | discover myself

| | Unit 7 Amazing artifacts  | Unit 8 Toys and games  | Unit 9 What's the story?  |
|---|---|---|---|
| Vocabulary | Ancient artifacts: artifacts, durable, fascinating, glass, gold, granite, preserve, stone Animals in Ancient Egyptian: baboon, crocodile, falcon, hippo, ibis, monkey, snake, rat | Childhood toys and games: action figure, board game, cuddly toy, doll's house, hide and seek, hopscotch, marbles, rollerblades, skateboard, skipping, train set | Features of a story: characters, ending, event, moral, narrator, setting |
| Language | Using the past simple tense to talk about actions in the past Prepositions of place: <i>on, in, in front of, between, under, next to, behind</i> | Using intensifiers to give a stronger meaning to other words and phrases Verbs + -ing: <i>I just enjoy looking at the market stalls.</i> <i>I stopped playing with my train set.</i> | Using the past continuous to say what was happening at a particular time in the past Adverbs of sequencing: <i>First, Next, Then, After that, Finally</i> |
| Skills | Reading: A dialog at a museum of ancient history An online article about animals in Ancient Egypt An online article about metals in Ancient Egypt Story: <i>King Midas and the Golden Touch</i> A fact file about iron in Ancient Egypt Listening: A dialog about weekend activities A presentation about metals in Egypt Speaking: Asking and answering questions about animals in Ancient Egypt Writing: Writing a quiz about animals in Ancient Egypt Writing a fact file about a metal or material from Ancient Egypt Project: Make an artifact display board | Reading: A dialog about childhood toys A story about a toy stall A project about video games Listening: A dialog about childhood games Speaking: Talking about favorite childhood toys Asking and answering questions about childhood games Writing: Writing a description of a favorite childhood toy Writing a project about a favorite video or board game Project: Design and make a board game | Reading: A dialog about Goha's stories A story about a message in a bottle Story: <i>The Boy Who Cried Wolf</i> Listening: A dialog about stories Speaking: Role playing an interview about what happened in a story Giving feedback about a story beginning Writing: Writing the beginning of a story Project: Complete a story |
| Pronunciation | /er/ | Silent gh and /f/ | /w/ |
| Life skills | | | |
| Values | | | |
| Issues and challenges | | | |
| Integrated cross-curricular topics | | Math: Using graphs | |

Theme 4 Myself and others

| | Unit 10 Free as a bird  | Unit 11 How can I help?  | Unit 12 Fiction reader: Atemu and Amethyst  |
|---|---|--|---|
| Vocabulary | Bird and animal proverbs/bird migration: successful, similar, careful, sensible, real, pelican, kingfisher, swift, eagle Eco-tourism: sustainable, simple accommodation, ideal, respect, camp, coral reefs, protected area | Volunteering and charity work: donate, participate, support, volunteer, help out, starting up, donated, been kind to, look after, day center, confidence, fundraising, give back Explaining technology: controller, button, joystick | Amethyst, carpenter, carrier, pigeon, coo, dome, dovescotes, jewelry, order, pigeon, yard, grain, flock, beaks, merchant |
| Language | Using <i>must/mustn't</i> to talk about something we have to do Using the first conditional to talk about things that are likely to happen in the future | Using -ly adverbs Infinitives of purpose <i>Why?... To protect ...</i> Talking about technology: <i>What is this part? It's the part that goes over your ears.</i> | Simple past/simple present verbs |
| Skills | Reading: A dialog about bird and animal proverbs A guidebook for eco-tourism in Egypt Ads for vacations in Egypt An online article about bird migration Listening: A dialog about animal and bird proverbs Speaking: Discussing what proverbs mean Discussing activities on an eco-tourism vacation Writing: Write a blog about animal habitats Project: Make an information leaflet about the Nile Delta | Reading: An article about a volunteer project A story about two brothers Read a text about mystery objects Listening: Articles about different volunteering projects Listen to a dialog about how to use technology An interview about volunteering Speaking: Talking about how we help at home Ask and answer questions about how things work Writing: Write a biography of a volunteer Project: Create a leaflet about being a good citizen | Reading: Read, understand and enjoy a fiction text Comprehension and critical thinking questions Listening: Identifying who said what from the story Speaking: Discuss the story and the moral Writing: Notes on what happened next Writing a letter to Mr Akhon |
| Pronunciation | Words with two or three syllables | Digraphs and trigraphs: sh, ch, tch | |
| Life skills | | Talking about and describing technology and how things work | Reading, understanding and appreciating a story |
| Values | Understanding and applying proverbs | Being a good citizen | |
| Issues and challenges | Appreciating the benefits of eco-tourism | Volunteering and helping people | |
| Integrated cross-cultural topics | Science: Bird migration | | |



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| Contents | Unit 7 | Amazing artifacts | Lesson: 1 | Page:4/5 |
| objectives | 1-To listen, read and research about ancient artifacts. 2-To read and learn about Ancient Egyptian artifacts. 3- To identify and know the materials of these artifacts. | | | |
| Materials | Student book <input type="checkbox"/> | real objects <input type="checkbox"/> | The board <input type="checkbox"/> | |
| | C D <input type="checkbox"/> | Teacher's guide <input type="checkbox"/> | Flash cards <input type="checkbox"/> | |
| issues | Citizenship: working together/ Collaboration. | | | |
| Values | Independence and thinking creatively. | | | |
| Skills | Independence and thinking creatively. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | I will greet the class and ask about the holiday, and then I will Welcome them back to school. | | | |
| Warm up | Revise the food words from last year, and some vegetables. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach them the new words: artifacts -preserve- granite -durable- fascinating – condition – valuable- museum. Language: Ancient Egyptians made the pyramids from granite. | | | |
| Refer To teacher's guide page | Page 4-5 | | | |
| Exercise | No :1 | Page : 5 | | |
| Exercise | No :2 | Page : 5 | | |
| Assessment | I will get a student to come and say the artifacts and materials. | | | |
| Closing | Say the next time we will learn about the animals | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="checkbox"/> | Covered <input type="checkbox"/> | Understood <input type="checkbox"/> |
| Not achieved <input type="checkbox"/> | Not covered <input type="checkbox"/> | Not understood <input type="checkbox"/> |



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| Contents | Unit 7 | Amazing artifacts | Lesson: 2 | Page :6/9 | | | | | | | | | | | | |
| objectives | 1- To read and speak about animals in Ancient Egypt. 2- To read a text and answer questions about animals. 3- To use the words and know the meaning in English. 4- Identify and use regular and irregular verbs in the past form. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Citizenship: working together/ Collaboration. | | | | | | | | | | | | | | | |
| Values | Independence and thinking creatively. | | | | | | | | | | | | | | | |
| Skills | Independence and thinking creatively. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | I will greet the class saying good morning. Ask about words from the last lesson. | | | | | | | | | | | | | | | |
| Warm up | Ask about animals using: what is your favorite animal? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach the words: ibis- falcon – hippo– monkey - crocodile–snake- statue- baboon- grain- wisdom-mummify- adored. Language: What was the Ancient Egyptians' favorite animal? | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 6/9 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 6-7 | | | | | | | | | | | | | |
| Exercise | No2:1, 2 | | Page : 8-9 | | | | | | | | | | | | | |
| Assessment | Ask the pupils to speak about the animals in Ancient Egypt. | | | | | | | | | | | | | | | |
| Closing | Say good bye. Next we will learn about metals in Ancient Egypt. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
|------------------------------------|-----------------------------------|--------------------------------------|
| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Unit 7 | Amazing artifacts | Lesson : 3 | Page :10/13 | | | | | | | | | | | | |
| objectives | 1-To read and use the prepositions. 2- To read and understand a story about the" King Midas ". 3-To identify and say the sounds /air/ and /ear/ . | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Citizenship: working together/ Collaboration. | | | | | | | | | | | | | | | |
| Values | Independence and thinking creatively. | | | | | | | | | | | | | | | |
| Skills | Independence and thinking creatively. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Welcome saying good morning, Say the artifacts words. | | | | | | | | | | | | | | | |
| Warm up | Ask and check answers. What is your favorite animal? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: on- in- under- between- behind-next to- in front of- hipped- hugged- precious- tear- pear- wear- pair- hair- rare- share- bear. Language: What would you like more than anything else? | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 10/13 | | | | | | | | | | | | | | | |
| Exercise | No1 :1/2 | Page : 10-11 | | | | | | | | | | | | | | |
| Exercise | No2: 1/2 | Page : 12-13 | | | | | | | | | | | | | | |
| Assessment | I will get a student to come to the front and say words have /air/ sound. Then to say words have /ear/ . | | | | | | | | | | | | | | | |
| Closing | Say the next time we will learn about writing a fact file. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Unit 7 | Amazing artifacts | Lesson : 4 | Page :14/15 |
| objectives | 1-To read a fact file about a metal or material in Ancient Egypt. 2- To ask and answer questions about the fact file. 3- To learn how to write a fact file. | | | |
| Materials | Student book <input type="checkbox"/> | real objects <input type="checkbox"/> | The board <input type="checkbox"/> | |
| | C D <input type="checkbox"/> | Teacher's guide <input type="checkbox"/> | Flash cards <input type="checkbox"/> | |
| issues | Citizenship: working together/ Collaboration. | | | |
| Values | Independence and thinking creatively. | | | |
| Skills | Independence and thinking creatively. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the class saying good morning; revise the words from last lesson. | | | |
| Warm up | I will get a pupil to say words have " ear" sound. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach the new words: iron- heaven –dagger - meteorites–mined-precious-fact file- trade. Language: Ancient Egyptians called iron the metal of heaven. Ancient Egyptians used iron for small items, like jewelry. | | | |
| Refer To teacher's guide page | Pages 14/15 | | | |
| Exercise | No1 :1 | Page : 14 | | |
| Exercise | No2: 2 | Page : 15 | | |
| Assessment | Say some sentences about the metals in Ancient Egypt. | | | |
| Closing | Say good bye. Next time we will make artifact display boards. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
|------------------------------------|-----------------------------------|--------------------------------------|
| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Unit 7 | Amazing artifacts | Lesson : 5 | Page :16/17 |
| objectives | 1-To revise the language of the unit. 2- To research and make info graphic. 3- To work together in pairs or groups. | | | |
| Materials | Student book <input type="checkbox"/> | real objects <input type="checkbox"/> | The board <input type="checkbox"/> | |
| | C D <input type="checkbox"/> | Teacher's guide <input type="checkbox"/> | Flash cards <input type="checkbox"/> | |
| issues | Citizenship: working together/ Collaboration. | | | |
| Values | Independence and thinking creatively. | | | |
| Skills | Independence and thinking creatively. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | I will greet the class. Revise the prepositions. | | | |
| Warm up | Say words have (ear) and words have (air) sounds. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will revise and teach the words: scarab amulet – artifacts- gallery –on- in -under- between- next to. Language: What is it made of? * What was it used for? | | | |
| Refer To teacher's guide page | Pages 16/17 | | | |
| Exercise | No1 :1,2 | Page : 16 | | |
| Exercise | No2: 1,2 | Page : 17 | | |
| Assessment | What was this artifacts made of? Check answers. | | | |
| Closing | Saying good bye, next time we will learn about toys and games. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | | Steps | | Understanding | |
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| Achieved | <input type="radio"/> | Covered | <input type="radio"/> | Understood | <input type="radio"/> |
| Not achieved | <input type="radio"/> | Not covered | <input type="radio"/> | Not understood | <input type="radio"/> |



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| Contents | Unit 8 | Toys and games | Lesson :1 | Page :20/21 | | | | | | | | | | | | |
| objectives | 1-To listen, read, and write about toys, games and activities. 2- To identify and know some games and toys. 3-To know the words and the meaning of them in English. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Making sensible choices. | | | | | | | | | | | | | | | |
| Values | Awareness of rights and duties. | | | | | | | | | | | | | | | |
| Skills | Communication – Problem solving. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class saying good morning. Revise the story of the king. | | | | | | | | | | | | | | | |
| Warm up | Revise the words have the sounds "ear" and "air". | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach the new words: skateboard- board games – action figure- cuddly toy-doll's house – marble –roller blades – train set –made up- beat. Language: What was your favorite toy? My favorite toy was a train set. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 20/21 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 20 | | | | | | | | | | | | | |
| Exercise | No2: 1.2 | | Page : 21 | | | | | | | | | | | | | |
| Assessment | Ask and check answers about favorite toys and games. | | | | | | | | | | | | | | | |
| Closing | Saying good bye, next we will learn about describing things. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | | Steps | | Understanding | |
|--------------|-----------------------|-------------|-----------------------|----------------|-----------------------|
| Achieved | <input type="radio"/> | Covered | <input type="radio"/> | Understood | <input type="radio"/> |
| Not achieved | <input type="radio"/> | Not covered | <input type="radio"/> | Not understood | <input type="radio"/> |



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| Contents | Unit 8 | Toys and games | Lesson:2 | Page :22/25 | | | | | | | | | | | | |
| objectives | 1- To read the text and answer the questions. 2- To talk about and describe things in the past and now. 3- To ask and answer questions using the past simple tense. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
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| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Making sensible choices. | | | | | | | | | | | | | | | |
| Values | Awareness of rights and duties. | | | | | | | | | | | | | | | |
| Skills | Communication – Problem solving. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class. Describe the artifacts in Ancient Egypt. | | | | | | | | | | | | | | | |
| Warm up | Ask and check answers: Do you like your toys? Why? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: Teach the new words: hide and seek- hopscotch – skipping – description. Language: My favorite toy is the skateboard. I got my first skateboard when I was eight. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 22/25 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 22-23 | | | | | | | | | | | | | |
| Exercise | No2: 1,2,3 | | Page : 24/25 | | | | | | | | | | | | | |
| Assessment | Ask and check answers: what was your first toy? | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will learn about graphs and silent /gh/. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 8 | Toys and games | Lesson:3 | Page :26/29 | | | | | | | | | | | | |
| objectives | 1- To know and use verbs that are followed by -ing . 2- To spell and say words containing " gh " or " ght ". 3-To identify and use the pie charts and bar graphs. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Making sensible choices. | | | | | | | | | | | | | | | |
| Values | Awareness of rights and duties. | | | | | | | | | | | | | | | |
| Skills | Communication – Problem solving. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class; revise the artifacts in Egypt and the toys. | | | | | | | | | | | | | | | |
| Warm up | Describe your old toys using adjectives. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: Teach the new words using cards: enjoy looking- stop playing –stall - button- trunk –graph-rough – laugh-tough – cough – bought- drought- bought-daughter. Language: We laughed when we play droughts. I enjoy looking at the market stalls. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 26/29 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 26-27 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 28/29 | | | | | | | | | | | | | |
| Assessment | Say words have (gh) sound and words have (ght) sound. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, we will describe favorite games next time. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 8 | Toys and games | Lesson:4 | Page 30/31 | | | | | | | | | | | | |
| objectives | 1-To read and know how to describe games. 2-To ask and answer questions about a text. 3- To write a description of your favorite game. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Making sensible choices. | | | | | | | | | | | | | | | |
| Values | Awareness of rights and duties. | | | | | | | | | | | | | | | |
| Skills | Communication – Problem solving. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children. Say words have sound (gh) and (er). | | | | | | | | | | | | | | | |
| Warm up | Say the toys and games. Describe some toys using adjectives. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: hopscotch – games console – graphics –important – board games– reason. Language: what's your favorite game? It's a board game called Ludo. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 30/31 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 30 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 31 | | | | | | | | | | | | | |
| Assessment | Say some sentences about your favorite board game. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will design and make a board game. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | | Steps | | Understanding | |
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| Contents | Unit 8 | Toys and games | Lesson:5 | Page :32/33 | | | | | | | | | | | | |
| objectives | 1- To work with a group to make a board game. 2- To evaluate progress in this unit. 3-To read and talk about the favorite game. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Making sensible choices. | | | | | | | | | | | | | | | |
| Values | Awareness of rights and duties. | | | | | | | | | | | | | | | |
| Skills | Communication – Problem solving. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children; revise the sound (gh) and (ght). | | | | | | | | | | | | | | | |
| Warm up | I will get the pupils to describe their favorite game using adjectives. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: board game – make- design- - counters – action – move around – polite – roller blades- cuddly - stall- quite. Language: Ali really enjoys playing marbles. I think hopscotch is quite good, but I prefer hide and seek. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 32/33 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 32 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 33 | | | | | | | | | | | | | |
| Assessment | Get the pupils to show their board game to each group. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will learn about reading stories. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 9 | What's the story? | Lesson: 1 | Page :36/37 | | | | | | | | | | | | |
| objectives | 1-To listen and read about Goha and his stories. 2-To understand and discuss what makes a good story. 3-To learn about how to speak about a story. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Cross- cultural communication. | | | | | | | | | | | | | | | |
| Values | Friendship - Respect for others. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Revise the sounds gh and ght and words have the sounds. | | | | | | | | | | | | | | | |
| Warm up | Revise the games and talk about them using adjectives. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: the setting - characters - ending - narrator- moral – funny and clever – details. Language: The moral is that you can't make everyone happy. My favorite story is ...The characters are It takes place in | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 36/37 | | | | | | | | | | | | | | | |
| Exercise | No1 :1 | | Page : 36 | | | | | | | | | | | | | |
| Exercise | No2: 2 | | Page : 37 | | | | | | | | | | | | | |
| Assessment | What is the moral lesson in the story? Check answers. | | | | | | | | | | | | | | | |
| Closing | I will tell them next we will learn about using the past continuous . | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit : 9 | What's the story? | Lesson:2 | Page :38/41 |
| objectives | 1-To write the beginning and ending of a short story. 2- To use the past continuous. | | | |
| Materials | Student book <input type="checkbox"/> | real objects <input type="checkbox"/> | The board <input type="checkbox"/> | |
| | C D <input type="checkbox"/> | Teacher's guide <input type="checkbox"/> | Flash cards <input type="checkbox"/> | |
| issues | Cross- cultural communication. | | | |
| Values | Friendship - Respect for others. | | | |
| Skills | Communication – Creativity – Accountability. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the class; revise the words from the last lesson. | | | |
| Warm up | Ask and answer about moral lessons from Goha and his stories. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: surfed – trash – message – bottle-piece-beginning-ending-weather. Language: yesterday, I was on the beach near my house. It was morning and it was sunny. I was walking with my friend when we ... | | | |
| Refer To teacher's guide page | Pages 38/41 | | | |
| Exercise | No1 :1/2 | | Page : 38-39 | |
| Exercise | No2: 1/2 | | Page : 40-41 | |
| Assessment | I will get them to try to write a beginning of a short story. | | | |
| Closing | I will say goodbye, next we will read a nice story. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | | Steps | | Understanding | |
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| Contents | Unit: 9 | What's the story? | Lesson:3 | Page :42/45 | | | | | | | | | | | | |
| objectives | 1-To read and understand a story about a boy and a wolf. 2- To use the sequencing adverbs to say when things happen. 3-To identify and know the new sounds w\ and \wh\ . | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Cross- cultural communication. | | | | | | | | | | | | | | | |
| Values | Friendship - Respect for others. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class; revise the beginning sentences of a story. | | | | | | | | | | | | | | | |
| Warm up | Ask and check answers: what is your favorite story? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: annoy – sheep- bored – shepherd –villager – cry –first - next - then- after that – finally – whisper- whale –water- wolf. Language: The white whale went west. If you tell untrue stories many times, none will believe you. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 42/45 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 42-43 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 44-45 | | | | | | | | | | | | | |
| Assessment | What did the wolf eat at the end? Check answers. | | | | | | | | | | | | | | | |
| Closing | I will tell them that we will learn about writing a story ending. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit : 9 | What's the story? | Lesson:4 | Page :46/47 |
| objectives | 1-To read and learn to write a story ending. 2- To read a text to answer questions about it. 3- To write a story with beginning and ending true sentences. | | | |
| Materials | <input type="checkbox"/> Student book | <input type="checkbox"/> real objects | <input type="checkbox"/> The board | <input type="checkbox"/> C D |
| | <input type="checkbox"/> Teacher's guide | <input type="checkbox"/> Flash cards | | |
| issues | Cross- cultural communication. | | | |
| Values | Friendship - Respect for others. | | | |
| Skills | Communication – Creativity – Accountability. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the class; revise the story of the boy and the wolf. | | | |
| Warm up | Say words have the sounds: w , wh – gh- ght. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach and revise the words: message – reply – travel -boat – coast –passed- forget- forgot- a long way. Language: A story should have a beginning, characters, the setting and ending. | | | |
| Refer To teacher's guide page | Pages 46/47 | | | |
| Exercise | No1 :1,2 | | Page : 46 | |
| Exercise | No2: 1,2 | | Page : 47 | |
| Assessment | Ask them to try to write another ending for Tom's story. | | | |
| Closing | I will tell them we will write short stories next time. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit :9 | What's the story? | Lesson:5 | Page :48/49 | | | | | | | | | | | | |
| objectives | 1- To think and plan then write short story about a photo. 2-To evaluate progress in this unit. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Cross- cultural communication. | | | | | | | | | | | | | | | |
| Values | Friendship - Respect for others. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children; Revise the story ending sentences. | | | | | | | | | | | | | | | |
| Warm up | Say words have the sounds "w" and "wh". | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | <p><u>Vocabulary:</u> To teach and revise the words: short story – ending - beginning- characters- the setting – the moral- the narrator –the first main event.</p> <p><u>Language:</u> The moral of the story is kindness is everything. The narrator is the person who tells you the story.</p> | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 48/49 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 48 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 49 | | | | | | | | | | | | | |
| Assessment | Show your short story to your friends. | | | | | | | | | | | | | | | |
| Closing | I will tell them we will revise all the words and sentences that we learn next time. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | | Review 3 | Lesson: 1 | Page :50/51 | | | | | | | | | | | | |
| objectives | To revise the vocabulary and language from units (7 to 9). | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
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| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Cross- cultural communication. | | | | | | | | | | | | | | | |
| Values | Friendship - Respect for others. | | | | | | | | | | | | | | | |
| Skills | Self-management – Self- assessment. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children, say words have " ght "and "w" sounds. | | | | | | | | | | | | | | | |
| Warm up | Revise the toys and games. Revise the meaning of the words. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | <p>Vocabulary: Revise the words from units (1-3): animals (ibis –hippo – baboon- crocodile-falcon) – marbles- skateboard- gold- artifacts- stories– games - history – prepositions.</p> <p>Language: A hippo is an animal. Gold is a metal. Artifacts and jewelry are both objects.</p> | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 50/51 | | | | | | | | | | | | | | | |
| Exercise | No1 :1/2 | | Page : 50 | | | | | | | | | | | | | |
| Exercise | No2: 1/2 | | Page : 51 | | | | | | | | | | | | | |
| Assessment | Revise the story sentences: the beginning and ending. | | | | | | | | | | | | | | | |
| Closing | I will say goodbye, next time we will revise all sounds. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Contents | | Review 3 | lesson: 2 | Page :52/53 | | | | | | | | | | | | |
| objectives | 1-To revise the letter sounds from units (7 to 9) , gh-ght - wh - w . 2- To evaluate progress in units (7 to 9). 3-To revise using how to write a good story. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Cross- cultural communication. | | | | | | | | | | | | | | | |
| Values | Friendship - Respect for others. | | | | | | | | | | | | | | | |
| Skills | Self-management – Self- assessment. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children, say words have " gh "and "w" sounds. | | | | | | | | | | | | | | | |
| Warm up | Revise the games. Revise the sequencing adverbs. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | <u>Vocabulary:</u> Revise the words with different sounds: (treasure – setting - rough –cough- enough- laugh-draught- daughter -wolf. <u>Language:</u> What's your favorite story? The narrator is the person who tells the story. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 52/53 | | | | | | | | | | | | | | | |
| Exercise | No1 :1/2 | Page : 52 | | | | | | | | | | | | | | |
| Exercise | No2: 1/2 | Page : 53 | | | | | | | | | | | | | | |
| Assessment | I will get a pupil to say words have the sounds (w – gh). | | | | | | | | | | | | | | | |
| Closing | I will tell them that we will revise toys and games next time. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Contents | | Review 3 | lesson: 3 | Page :54/55 |
| objectives | 1-To revise the toys and games words. 2- To evaluate progress in units (7 to 9). 3-To read a blog post and answer questions. | | | |
| Materials | <input type="checkbox"/> Student book | <input type="checkbox"/> real objects | <input type="checkbox"/> The board | |
| | <input type="checkbox"/> C D | <input type="checkbox"/> Teacher's guide | <input type="checkbox"/> Flash cards | |
| issues | Cross- cultural communication. | | | |
| Values | Friendship - Respect for others. | | | |
| Skills | Self-management – Self- assessment. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the children, say words have " w "and "ght" sounds. | | | |
| Warm up | Revise the animals and games. Revise the artifacts. | | | |
| Presentation New Vocabulary and structures. | <u>Vocabulary:</u> Revise the words: statue –archive- contact- pages – message- hide and seek- clay- gold- granite- silver- train set- cuddly toy – board games- action figure. <u>Language:</u> The Ancient Egyptians adored cats. My favorite statue was a snake made of metal. | | | |
| Refer To teacher's guide page | Pages 54/55 | | | |
| Exercise | No1 :1/2 | | Page : 54 | |
| Exercise | No2: 1/2 | | Page : 55 | |
| Assessment | I will get a pupil to say words have the sound (er-w). | | | |
| Closing | I will tell them that we will learn about birds' proverbs next time. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 10 | Free as a bird | Lesson :1 | Page :58/59 |
| objectives | 1-To listen, read and understand the meaning of proverbs. 2- To research and write about bird and animal proverbs. 3-To practice using the proverbs and guessing the meaning. | | | |
| Materials | Student book <input type="checkbox"/> | real objects <input type="checkbox"/> | The board <input type="checkbox"/> | |
| | C D <input type="checkbox"/> | Teacher's guide <input type="checkbox"/> | Flash cards <input type="checkbox"/> | |
| issues | Appreciating the benefits of Eco- tourism. | | | |
| Values | Understanding and applying proverbs. | | | |
| Skills | Communication – Creativity – Accountability. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the class saying good morning. Revise the story of the king. | | | |
| Warm up | Revise the words have the sounds "w" and "ght". | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach the new words: proverbs – successful - similar- feather- flock- worm- together- careful- rare- sensible- hatch – dare- seem- both. Language: Birds of a feather flock together. The early bird catches the worm. | | | |
| Refer To teacher's guide page | Pages 58/59 | | | |
| Exercise | No1 :1,2 | | Page : 58 | |
| Exercise | No2: 1.2 | | Page : 59 | |
| Assessment | Ask and answer about what the meaning of the proverbs. | | | |
| Closing | Saying good bye, next we will learn about Eco-tourism in Egypt. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 10 | Free as a bird | Lesson:2 | Page :60/63 | | | | | | | | | | | | |
| objectives | 1- To read and learn about the Eco- tourism In Egypt. 2- To know how to get information from pictures. 3- To use must and mustn't to speak about things we have to do. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Appreciating the benefits of Eco- tourism. | | | | | | | | | | | | | | | |
| Values | Understanding and applying proverbs. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | I will greet the children. Revise the proverbs of the birds. | | | | | | | | | | | | | | | |
| Warm up | Revise asking with: What does the proverb mean? Check answers. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach and revise words: sustainable – simple accommodation -ideal –respect - protect–pollution –Eco tourism – sailing– snorkeling –safari- hiking. Language: You must respect nature. You mustn't scare birds or animals. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 60/63 | | | | | | | | | | | | | | | |
| Exercise | No1 :1-2 | | Page : 60-61 | | | | | | | | | | | | | |
| Exercise | No2: 1-2 | | Page : 62-63 | | | | | | | | | | | | | |
| Assessment | Ask: What must we do for the nature now? Get pupils to answer. | | | | | | | | | | | | | | | |
| Closing | Next time we will learn about the benefits of Eco- tourism. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 10 | Free as a bird | Lesson:3 | Page :64/67 | | | | | | | | | | | | |
| objectives | 1- To read and know about the benefits of Eco- tourism. 2- To use "If" the first conditional to speak about the future. 3- To learn and know about bird migration. 4-To identify and count the syllables in the word. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
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| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Appreciating the benefits of Eco- tourism. | | | | | | | | | | | | | | | |
| Values | Understanding and applying proverbs. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class. Ask pupils to say some proverbs. | | | | | | | | | | | | | | | |
| Warm up | Answer: how many syllables in the word traditional? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: Teach the new words: migrate-migration – tourist – tourism –outdoor – wildlife- relaxing –traditional- vacations - campsite –distance-environment. Language: Many birds migrate to and from Egypt. Migrating birds fly very long distances. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 64/67 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | Page : 64-65 | | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | Page : 66-67 | | | | | | | | | | | | | | |
| Assessment | Ask and check answers: Why do the birds migrate? | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will read and write a blog. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 10 | Free as a bird | Lesson:4 | Page :68/69 | | | | | | | | | | | | |
| objectives | 1-To read a blog to find information and answer questions. 2-To learn how to write a blog about an animal habitat. 3- To make sentences using (so- because- and - but). | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
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| real objects | | | | | | | | | | | | | | | | |
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| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Appreciating the benefits of Eco- tourism. | | | | | | | | | | | | | | | |
| Values | Understanding and applying proverbs. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class; finds words with the sounds /w/ and /gh/. | | | | | | | | | | | | | | | |
| Warm up | Ask them: Why do the birds migrate? Check answer. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: Teach the new words using cards: blog - planet – try - space - recycle- trash –desert- protect- wildlife- habitat. Language: There are a lot of things we can do to help animals. In Egypt , there are many types of habitats. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 68/69 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 68 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 69 | | | | | | | | | | | | | |
| Assessment | Choose an animal and write a blog about its habitat. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, we will create an information leaflet. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 10 | Free as a bird | Lesson:5 | Page 70/71 | | | | | | | | | | | | |
| objectives | 1-To work in groups to make a leaflet about Nile Delta. 2-To ask and answer questions about a leaflet. 3- To evaluate progress in this unit. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Appreciating the benefits of Eco- tourism. | | | | | | | | | | | | | | | |
| Values | Understanding and applying proverbs. | | | | | | | | | | | | | | | |
| Skills | Communication – Creativity – Accountability. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children. Say words have sound (w) and (ght). | | | | | | | | | | | | | | | |
| Warm up | Say the proverb. Ask them to find the meaning. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: scuba dive – allow – check – weather - famous– reef- mountain- correct – sustainable – migrate. Language: You mustn't leave trash on beaches. If I go to the beach in summer, I will swim every day. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 70/71 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 70 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 71 | | | | | | | | | | | | | |
| Assessment | Show your Nile Delta leaflet to your friends. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will learn about charity work. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input checked="" type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 11 | How can I help? | Lesson :1 | Page :74-75 | | | | | | | | | | | | |
| objectives | 1-To listen, read and write about charity work and volunteering. 2- To listen, read, and find ideas for the community help. 3-To ask and answer about how to help people. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Volunteering and helping people. | | | | | | | | | | | | | | | |
| Values | Being a good citizen. | | | | | | | | | | | | | | | |
| Skills | Talking about and describing technology and how things work. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class saying good morning. Revise the proverbs. | | | | | | | | | | | | | | | |
| Warm up | Revise the words have the sounds "er" and "wh". | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach the new words: charity – volunteering – donates - participating – support- help out- starting up. Language: I decided to help out in the kindergarten. We are starting up a project. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 74/75 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 74 | | | | | | | | | | | | | |
| Exercise | No2: 1.2 | | Page : 75 | | | | | | | | | | | | | |
| Assessment | Ask and check answer about what they do to help at home. | | | | | | | | | | | | | | | |
| Closing | Next time we will learn about things we use to pick the trash. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Unit 11 | How can I help? | Lesson:2 | Page :76/79 | | | | | | | | | | | | |
| objectives | 1- To read and know about mystery objects. 2- To use infinitive of purpose. 3- To read and write notes about an object. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Volunteering and helping people. | | | | | | | | | | | | | | | |
| Values | Being a good citizen. | | | | | | | | | | | | | | | |
| Skills | Talking about and describing technology and how things work. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | I will greet the children. Revise the past simple tense using verbs. | | | | | | | | | | | | | | | |
| Warm up | Revise asking with: What does this object do? Check answers. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach and revise words: button – joystick –press- mystery –part - character–grabber – multi-grip- install –record - squeeze- handle. Language: Why do you wear gloves? We wear gloves to protect our hands. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 76/79 | | | | | | | | | | | | | | | |
| Exercise | No1 :1-2 | | Page : 76-77 | | | | | | | | | | | | | |
| Exercise | No2: 1-2 | | Page : 68-79 | | | | | | | | | | | | | |
| Assessment | Ask: Why do you go to the club? Get pupils to answer. | | | | | | | | | | | | | | | |
| Closing | I will tell them next time we will learn how to make adverbs. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Unit 11 | How can I help? | Lesson:3 | Page :80/83 | | | | | | | | | | | | |
| objectives | 1- To read an interview about volunteering. 2- To use and make adverbs by adding "ly" and others. 3- To read and understand a story about two brothers. 4-To identify and pronounce the sounds /sh/ , /ch/and /tch/. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Volunteering and helping people. | | | | | | | | | | | | | | | |
| Values | Being a good citizen. | | | | | | | | | | | | | | | |
| Skills | Talking about and describing technology and how things work. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class. Ask pupils to speak about an object as a mystery. | | | | | | | | | | | | | | | |
| Warm up | Answer: What do the people do to clean the beach? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: Teach the new words: reward – jealous – sparrow – good-well – fast- happy-happily –sad- sadly- shop –ship – chop - chair- watch –catch. Language: She learned the rules quickly. Ahmed can play football well. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 80/83 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 80-81 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 82-83 | | | | | | | | | | | | | |
| Assessment | Ask the pupils to find words have the sounds /sh/ and /ch/. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will read and write a biography. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 11 | How can I help? | Lesson:4 | Page :84/85 |
| objectives | 1-To read and learn how to write a biography about a volunteer. 2-To identify and use adjectives and adverbs. 3- To learn about how to complete a timeline from a biography. | | | |
| Materials | <input type="text" value="Student book"/> | <input type="text" value="real objects"/> | <input type="text" value="The board"/> | <input type="text"/> |
| | <input type="text" value="C D"/> | <input type="text" value="Teacher's guide"/> | <input type="text" value="Flash cards"/> | <input type="text"/> |
| issues | Volunteering and helping people. | | | |
| Values | Being a good citizen. | | | |
| Skills | Talking about and describing technology and how things work. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the class; finds words with the sounds /sh/ and /ch/. | | | |
| Warm up | I will ask them to speak about volunteering work. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: Teach the new words using cards: biography - youth – university - charity- early life –timeline- imagination. Language: When writing a biography it helps to make a timeline of events, starting with the date of birth. | | | |
| Refer To teacher's guide page | Pages 84/85 | | | |
| Exercise | No1 :1,2 | | Page : 84 | |
| Exercise | No2: 1,2 | | Page : 85 | |
| Assessment | Say words have (ch) sound and words have (sh) sound. | | | |
| Closing | I will say good bye, we will make a leaflet about a good citizen. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Unit 11 | How can I help? | Lesson:5 | Page 86/87 |
| objectives | 1-To work in groups to make a leaflet about being a good citizen. 2-To ask and answer questions about the leaflet. 3- To evaluate progress in this unit. | | | |
| Materials | Student book <input type="checkbox"/> | real objects <input type="checkbox"/> | The board <input type="checkbox"/> | |
| | C D <input type="checkbox"/> | Teacher's guide <input type="checkbox"/> | Flash cards <input type="checkbox"/> | |
| issues | Volunteering and helping people. | | | |
| Values | Being a good citizen. | | | |
| Skills | Talking about and describing technology and how things work. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the children. Say words have sound (ch) and (sh). | | | |
| Warm up | Say the mystery. Ask pupils to find out the object. | | | |
| Presentation New Vocabulary and structures. | Vocabulary: To teach the new words: reduce - citizen – ways – partner –polite - participate– gentle - gently – donate. Language: What could you do for your neighbors? I could help to clean the street. | | | |
| Refer To teacher's guide page | Pages 86/87 | | | |
| Exercise | No1 :1,2 | | Page : 86 | |
| Exercise | No2: 1,2 | | Page : 87 | |
| Assessment | Show your leaflet to your friends. | | | |
| Closing | I will say good bye, next we will learn read a nice story. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input checked="" type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 12 | Atemu and Amethyst | Lesson :1 | Page :90-101 |
| objectives | 1- To listen to and order a story about Atemu and amethyst. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To examine the characters in the story. | | | |
| Materials | <input type="text" value="Student book"/> | <input type="text" value="real objects"/> | <input type="text" value="The board"/> | <input type="text"/> |
| | <input type="text" value="C D"/> | <input type="text" value="Teacher's guide"/> | <input type="text" value="Flash cards"/> | <input type="text"/> |
| issues | Environmental responsibility- loyalty and belonging. | | | |
| Values | Respect for others - Honesty. | | | |
| Skills | Reading, understanding and appreciating a story. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the class saying good morning. Revise the games and toys. | | | |
| Warm up | Revise the words have the sounds "sh" and "ch". | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach the new words: amethyst – carrier pigeon – dome - scribe – carpenter- coo- order- flock – grain- dovecotes- yard-jewelry- beak- follow-merchant. Language: His father worked as a carpenter. He was teaching Atemu how to make things from wood. | | | |
| Refer To teacher's guide page | Pages 90/101 | | | |
| Exercise | No1 :1,2 | | Page : 100 | |
| Exercise | No2: 1.2 | | Page : 101 | |
| Assessment | Ask and check answer: what the story is about. | | | |
| Closing | Saying good bye, next we will read the second part of the story. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 12 | Atemu and Amethyst | Lesson:2 | Page :102/103 | | | | | | | | | | | | |
| objectives | 1- To listen to and order a story. 2- To learn about beginning, middle and end. 3- To ask and answer about the story. 4-To keep and give back possessions to their owners. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
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| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Environmental responsibility- loyalty and belonging. | | | | | | | | | | | | | | | |
| Values | Respect for others - Honesty. | | | | | | | | | | | | | | | |
| Skills | Reading, understanding and appreciating a story. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | I will greet the children. Revise the past simple tense using verbs. | | | | | | | | | | | | | | | |
| Warm up | Revise asking with: what was the story about? Check answers. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | Vocabulary: I will teach and revise words: Ancient – attach –grain - –pigeon - merchant–amethyst –coo- pick –hurt- order. Language: The pigeon cooed back happily. Mr Akhon also wants his pigeon. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 102/103 | | | | | | | | | | | | | | | |
| Exercise | No1 :1-2 | | | Page : 102 | | | | | | | | | | | | |
| Exercise | No2: 1-2 | | | Page : 103 | | | | | | | | | | | | |
| Assessment | I will say ask the pupils: Do you like bids? : Check answers. | | | | | | | | | | | | | | | |
| Closing | Saying good bye, next we will read the last part of the story. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
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| Contents | Unit 12 | Atemu and Amethyst | Lesson:3 | Page :104/105 | | | | | | | | | | | | |
| objectives | 1- To read and understand a story. 2- To use the pictures in a story to understand new words. 3- To read and know about caring of birds in Ancient Egypt. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Environmental responsibility- loyalty and belonging. | | | | | | | | | | | | | | | |
| Values | Respect for others - Honesty. | | | | | | | | | | | | | | | |
| Skills | Reading, understanding and appreciating a story. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the class. Ask pupils about the story of Atemu. | | | | | | | | | | | | | | | |
| Warm up | Answer: What were the famous animals in Ancient Egypt? | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | <p>Vocabulary: I will revise the words from the last lesson. I will ask them about the story and check their answers, I will get them to listen to the last part of the story, and argue about the story in groups, I will check their opinions.</p> <p>Language: The Ancient Egyptians loved pigeons and animals. Scribes and carpenters were important in Ancient Egypt.</p> | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 104/105 | | | | | | | | | | | | | | | |
| Exercise | No1 :1,2 | | Page : 104 | | | | | | | | | | | | | |
| Exercise | No2: 1,2 | | Page : 105 | | | | | | | | | | | | | |
| Assessment | Ask the pupils: What do you think of Mr. Akhon? Check answers. | | | | | | | | | | | | | | | |
| Closing | I will say good bye, next we will revise all the words. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | Review 4 | lesson: 1 | Page :106/107 | | | | | | | | | | | | |
| objectives | To revise the vocabulary and language from units (10 to 12). | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | |
| Student book | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | |
| issues | Citizenship –volunteering and helping people. | | | | | | | | | | | | | | |
| Values | Honesty – Tolerance – Work appreciation. | | | | | | | | | | | | | | |
| Skills | Critical thinking – Self- assessment. | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | |
| Review | Greet the children, say words have" ear "and "ch" sounds. | | | | | | | | | | | | | | |
| Warm up | Revise the toys and games. Revise the past form of some verbs. | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | <p>Vocabulary: Revise the words from units (10-12): accommodation – real- meaning – socialize – habitats- volunteer- donate– respect – carrier pigeon – participate- support- sustainable.</p> <p>Language: I am always kind to younger children. It's very important to look after your pets.</p> | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 106/107 | | | | | | | | | | | | | | |
| Exercise | No1 :1/2 | Page : 106 | | | | | | | | | | | | | |
| Exercise | No2: 1/2 | Page : 107 | | | | | | | | | | | | | |
| Assessment | Revise the meaning of some words such as volunteer- habitat. | | | | | | | | | | | | | | |
| Closing | I will say goodbye, next time we will read a nice story. | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | | Review 4 | lesson: 2 | Page :108/109 | | | | | | | | | | | | |
| objectives | 1-To listen and number the pictures then write about them. 2- To read the little red hen story and answer questions. 3-To revise writing a story end. | | | | | | | | | | | | | | | |
| Materials | <table border="1"> <tr> <td>Student book</td> <td></td> </tr> <tr> <td>C D</td> <td></td> </tr> </table> | Student book | | C D | | <table border="1"> <tr> <td>real objects</td> <td></td> </tr> <tr> <td>Teacher's guide</td> <td></td> </tr> </table> | real objects | | Teacher's guide | | <table border="1"> <tr> <td>The board</td> <td></td> </tr> <tr> <td>Flash cards</td> <td></td> </tr> </table> | The board | | Flash cards | | |
| Student book | | | | | | | | | | | | | | | | |
| C D | | | | | | | | | | | | | | | | |
| real objects | | | | | | | | | | | | | | | | |
| Teacher's guide | | | | | | | | | | | | | | | | |
| The board | | | | | | | | | | | | | | | | |
| Flash cards | | | | | | | | | | | | | | | | |
| issues | Citizenship –volunteering and helping people. | | | | | | | | | | | | | | | |
| Values | Honesty – Tolerance – Work appreciation. | | | | | | | | | | | | | | | |
| Skills | Critical thinking – Self- assessment. | | | | | | | | | | | | | | | |
| | <u>Lesson Procedures</u> | | | | | | | | | | | | | | | |
| Review | Greet the children, say words have " ch"and "sh" sounds. | | | | | | | | | | | | | | | |
| Warm up | Revise the animals, toys and games. Revise meaning of words. | | | | | | | | | | | | | | | |
| Presentation New Vocabulary and structures. | <u>Vocabulary:</u> Revise the words: little – moral - wheat –charity - organize- refuse- once upon a time - tired – collect – boring. <u>Language:</u> The hen wanted to make some flour. The little red hen always liked to work. | | | | | | | | | | | | | | | |
| Refer To teacher's guide page | Pages 108/109 | | | | | | | | | | | | | | | |
| Exercise | No1 :1/2 | | Page : 108 | | | | | | | | | | | | | |
| Exercise | No2: 1/2 | | Page : 109 | | | | | | | | | | | | | |
| Assessment | I will get a pupil to guess the end of the story and check that. | | | | | | | | | | | | | | | |
| Closing | I will tell them that we will make a presentation next time. | | | | | | | | | | | | | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | | | | | | | | | | | | | |

| Aims | Steps | Understanding |
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| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |



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| Contents | | Review 4 | lesson: 3 | Page :108/109 |
| objectives | 1-To revise and learn how to make things (a presentation). 2- To evaluate progress in units (10 to 12). 3-To read and talk about the meaning of proverbs. | | | |
| Materials | <input type="checkbox"/> Student book | <input type="checkbox"/> real objects | <input type="checkbox"/> The board | <input type="checkbox"/> C D |
| | <input type="checkbox"/> C D | <input type="checkbox"/> Teacher's guide | <input type="checkbox"/> Flash cards | |
| issues | Citizenship –volunteering and helping people. | | | |
| Values | Honesty – Tolerance – Work appreciation. | | | |
| Skills | Critical thinking – Self- assessment. | | | |
| | <u>Lesson Procedures</u> | | | |
| Review | Greet the children, say words have " ch"and "sh" sounds. | | | |
| Warm up | Revise infinitive of purpose. Revise the animals and proverbs. | | | |
| Presentation New Vocabulary and structures. | <u>Vocabulary:</u> Revise the words: proverb- mightier- sword –spilt milk - strike – iron- migrate habitat - pigeon- accommodation – fundraise- coo- beak- Eco tourism- dovecote. <u>Language:</u> don't put all your eggs in one basket. It's no use crying over spilt milk. Strike while the iron is hot. | | | |
| Refer To teacher's guide page | Pages 108/109 | | | |
| Exercise | No1 :1/2 | | Page : 108 | |
| Exercise | No2: 1/2 | | Page : 109 | |
| Assessment | I will get a pupil to show the presentation to others. | | | |
| Closing | I will say that we finish our course now; I wish you a happy holiday. | | | |
| Evaluation: Weaknesses points :some students need focus on | | | | |

| Aims | Steps | Understanding |
|------------------------------------|-----------------------------------|--------------------------------------|
| Achieved <input type="radio"/> | Covered <input type="radio"/> | Understood <input type="radio"/> |
| Not achieved <input type="radio"/> | Not covered <input type="radio"/> | Not understood <input type="radio"/> |