

**Studding Year 1437 / 1438**





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**General Objective of Teaching English in Secondary Stage**

**By the end of the secondary stage and within the assigned structures and vocabulary for this stage, students should be able to do the following:**

1. **Use English language structures and analyze them to understand the relationships among them**
2. **Learn the assigned vocabulary ,idioms ,and expressions and understand their meanings in context**
3. **Acquire the ability to listen to comprehend English language and to distinguish between different intonations**
4. **Participate in conversations and discussions using proper English**
5. **Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding**
6. **Write a free-essay of three paragraphs using correct English**
7. **Translate English text into Arabic and vise versa**
8. **Realize the importance of English in the local job market**
9. **Be aware of the importance of English as an international language of communication for introducing Islam, our culture, and our cultural achievements to others**
10. **Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching; through texts representing various life situations**
11. **Gain a reasonable command of English in order to be in a better position to defend Islam against adverse**
12. **criticism and to participate in the dissemination of Islamic culture.**

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| **Studding Year** | **Studding Term** | **Subject** | **Class** |
| **1437 / 1438 H** | **First** | **Smart Class (3)** | **5th Primary** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **17/12 – 21/12** | **Unit 1** | **7** | **29/1 – 3/2** | **Unit 2 Workbook** | **13** | **19/3 – 23/3** | **Unit 4** |
| **2** | **24/12 – 28/12** | **Unit 1** | **8** | **6/2 – 10/2** | **Unit 2 Workbook** | **14** | **26/3 – 30/3** | **Unit 4** |
| **3** | **1/1 – 5/1** | **Unit 1 Workbook** | **9** | **20/2 – 24/2** | **Unit 3** | **15** | **3/4 – 7/4** | **Unit 4 Workbook** |
| **4** | **8/1 – 12/1** | **Unit 1 Workbook** | **10** | **27/2 – 2/3** | **Unit 3** | **16** | **10/4 – 14/4** | **Unit 4 Workbook** |
| **5** | **15/1 – 19/1** | **Unit 2** | **11** | **5/3 – 9/3** | **Unit 3 Workbook** | **17** | **17/4 – 21/4** | Final test |
| **6** | **22/1 – 26/1** | **Unit 2** | **12** | **12/3 – 16/3** | **Unit 3 Workbook** | **18** | **24/4 – 28/4** | Final test |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | **Hello** | | **Unit** |
|  |  |  |  | |  | **Date** | **One (pages 4 – 5)** | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | **Welcome back.** | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask two Ss to come to the board, ask and answer questions about classroom objects.** | | | | ***Vocabulary***  **Vocabulary learned in previous grades**  ***Presentation:***   1. Play the CD and encourage Ss to repeat. 2. Play the CD again and ask Ss to repeat. Have two Ss greet each other ask about and give names. 3. Revise singular and plural. Tell Ss to look in the book and write the plural. Get Ss to check their answers with a partner. 4. Revise *a* and *an* . ask Ss to read the sentences and write the suitable article. 5. Play the CD. Ask Ss to listen and circle the right number. 6. Play the CD and ask Ss to listen . Play the CD again and ask Ss to repeat. Ask two Ss to read while others listen. | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toyfor learn** | **1- to review the alphabet**  **2- to revive introductions.**  **3- to review singular and plural**  **4- to review numbers.**  **5- to review asking and answering questions** |
| ***Learning Strategy*** |
| **encourage**  **Ss to repeat after.**  **Repeat this several times.** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  |  | |  | **Date** | **Smart kids (pages 8 – 9)** | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | **Where is Ali?** | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **Two Ss come to the board. Using family photos, one asks :**  **Is he/she your…………?**  **the other answers :**  **Yes, he/she is. or  No, he/she isn't.** | | | | ***Vocabulary***  **uncle – aunt – cousin – baby - friend**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Read and have them repeat after you.**  **1- Play the CD once and have Ss listen. Play the CD a second time and have Ss repeat. Have several Ss to read. Go up to a random S and ask him/her : Is he/she your…………? Encourage the S to answer : Yes, he/she is. or No, he/she isn't.**  **2- Play the CD and have Ss number the pictures.**  **3- have Ss read and circle the right choice.**  **4- Play the CD once and have Ss listen. Play the CD a second time and have Ss repeat. In pairs, Ss ask each other about their families. Give feedback.** | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to practice more family members**  **2- to practice introductions.**  **3- to ask: Is he/she …….?** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  |  | |  | **Date** | **Comic (page 10 -11)** | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | **Where is your father ?** | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **Two Ss come to the board. Using flashcards, one asks :**  **Where's ……………………?**  **the other answers :**  **It's ………………………** | | | | ***Vocabulary***  **Jigsaw puzzle – board game – computer game – garden – wardrobe – in – on - under**  ***Presentation:***  **Read the vocabulary and have Ss repeat after you.**  **1- Play the CD once and have Ss listen. Play the CD a second time and have Ss repeat. Have several Ss to read. Go up to a random S and ask him/her : Where's…………? Encourage the S to answer : It's ……….**  **2- Play the CD and have Ss tick the right pictures.**  **3- Have Ss read sentences and write the adverbs in the right place.**  **4- Play the CD once and have Ss listen. Play the CD a second time and have Ss repeat. Have several Ss to read. Go up to a random S and ask him/her : Where's ……………..? Encourage the S to answer.** | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1-to ask: Where's………..?**  **2- to use position adverbs** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Let's play (page 12)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Where's the computer?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Two Ss come to the board. Using flashcards, one asks :**  **Where are………………?**  **the other answers :**  **They are…………………** | | | ***Vocabulary***  **bookcase – lamp – sofa – TV – window – next to - between**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Read and have them repeat after you.**  **1- Play the CD once and have Ss listen. Play the CD a second time and have Ss repeat. Have several Ss to read. Have Ss work in pairs, asking and answering about things in the list. Go up to a random S and ask him/her : Where are…………? Encourage the S to answer : They are ……….** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to ask: Where are ………..?**  **2- to practice using position adverbs** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Phonics (page 13)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Where are your books ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and read the chant.** | | | ***Vocabulary***  **teacher – read – eat – bread – head - heavy**  ***Presentation:***  **Play the CD and ask Ss to listen. Play the CD again and ask Ss to repeat. In pairs, Ss read the words. Give feedback.**  **Play the chant once and have Ss listen to it. Play the CD a second time and have Ss repeat the chant as they listen. Ask Ss to repeat the chant by themselves.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to practice the pronunciation of ea**  **2- to sing a phonics chant** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Story time (pages 14 – 15)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Where is your book ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and say the story.** | | | ***Vocabulary***  **jigsaw puzzle – desert - bookcase**  ***Presentation:***  **1- Tell Ss they will listen and read a story . Encourage Ss to predict what happens in the story. Play the CD and ask Ss to point to the pictures. Play the CD again and ask Ss to repeat. Ask individual S to read aloud while others listen.**  **2- Tell Ss to look at the pictures again. Tell them to read the sentences and write T if a sentence is true or F if it is false. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1-to listen and read for pleasure.**  **2- to revise and consolidate vocabulary and structures of the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Revision 1 (page 16)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **How are you ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Two Ss come to the board. Using classroom objects, one asks :**  **Where is /are ……………?**  **the other answers :**  **It's / They are ……………** | | | ***Vocabulary***  **Revision of vocabulary of the unit**  ***Presentation:***  **- Have Ss open their books to page 16. Point to the list and ask Ss to read the words. Ask Ss to look at the picture and write the words in the right places.**  **2- Play the CD and ask Ss to listen. Play the CD again and ask Ss to write the number of the game next to the right letter in the picture.**  **3- Have Ss to read the list and the questions below. Have them answer the questions using words in list. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to revise and consolidate vocabulary and structures**  **learnt in the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Project (page 17)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Where is your family ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to talk about their families.** | | | ***Vocabulary***  **Revision of vocabulary of the unit**  ***Presentation:***  **1- Play the CD and ask Ss to listen and look at the picture .**  **Play the CD again and ask Ss to repeat.**  **Ask individual S to read aloud while others listen.**  **Ask individual S to talk about their families in the same way.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to write about family**  **2- to revise and consolidate vocabulary and structures**  **learnt in the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Phonics revision (page 18)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **What's your name ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask students if they can think of other words that contain the same sounds.** | | | ***Vocabulary***  **vocabulary of the unit**  ***Presentation:***  **1- Play the CD and point to each word as it is heard while Ss listen. Play the CD again and ask Ss to repeat. Ask individual S to read the words. In pairs, Ss read the words.**  **2- Play the CD and point to each picture as the word is heard while Ss listen. Play the CD again and ask Ss to circle the right sound under each picture and say the word. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation of a – i – o – ea**  **2- to revise and consolidate vocabulary of the unit** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 Home and family** | | **Unit** |
|  |  |  | |  |  | **Date** | **Smart 1 (page 19)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **What's your favourite room?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ss talk about their favourite room in front of the class .** | | | ***Vocabulary***  **vocabulary of the unit**  ***Presentation:***  **1- Draw Ss’ attention to the two photos and ask them what they see. Play the CD and Ss listen. Play the CD again and ask Ss to repeat. Ask individual S to read.**  **2- Tell Ss to look at the pictures and read the paragraphs again. Tell them to read the sentences and write T if a sentence is true or F if it is false. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- provide Ss with cultural information.**  **2- Review rooms of the house.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 One** | | **Unit** |
|  |  |  | |  |  | **Date** | **Phonics page 20** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Write food and book on the board.** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Direct Ss’ attention to the**  **pictures and ask them to**  **name the items.**  **Ss listen to the words and**  **they have to number the**  **pictures in the order they**  **hear them** | | | ***Vocabulary***  **food, room, tooth, book, foot, look**  ***Presentation:***  **Play the CD and have Ss listen and**  **point the first time.**  **• Play the CD again and have Ss listen,**  **point and repeat.**  **Direct Ss’ attention to the picture and ask Ss questions they can answer,**  **e.g. Where are the boys? (In the kitchen.) What’s on the boy’s book? (Food.)**  **• Play the chant Look! Look! and have Ss listen and follow along in their**  **books.**  **• Play the chant again, pausing after each line for Ss to repeat.**  **• Then play the chant once more and encourage Ss to chant along.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **to practice the pronunciation of oo /:/ and oo**  **• to say a phonics chant** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **2- Friends** | | **Unit** |
|  |  |  | |  |  | **Date** | **A chant page 21** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Ss draw a 3x3 grid in their notebooks and write up to six numbers from 1-20** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ss to repeat each sentence**  **after you.**  **Invite a S to come up to**  **the board and give him/her**  **three pens. Look at**  **him/her and say, You have**  **got three pens** | | | ***Vocabulary***  **Numbers: fifty, fifty-one, fifty-two, fifty-three, fifty-four**  ***Presentation:***  **Have Ss open their books to page 21. Direct Ss ‘ attention to the top of the page. Play the CD a few times and have Ss point to the numbers and repeat.**  **Explain to Ss how the numbers between tens are formed. Write different numbers on the board and ask Ss to say them aloud.**  **Play the chant once and have Ss listen.**  **Pick up two pens and say, I have got two pens. Write it on the board. Say the sentence again and have Ss repeat after you. Elicit that we use have got to talk about possession.**  **Before leaving Play the chant Friends (Track 39) and have Ss chant along.** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **to say a chant• to identify the numbers 50-100**  **• to say how many toys / things you have got** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Smart kids** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Page 22*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Play the chant Friends** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **-Ss repeat after the teacher.**  **- Ss answer question.** | | | ***Vocabulary***  **Animals: parrot, lizard, frog, snake,**  **rabbit, bird**  ***Presentation:***  **Ask Ss, in L1, what they think is happening.**  **Ask Ss to point to the bubbles and**  **follow along as you play the CD. Play the CD again and pause after each phrase for Ss to repeat. Reema has got a new pet and her friends are trying to guess what it is.)**  **Choose two Ss and read the dialogue. Then, have Ss read the dialogue in groups of three.** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **• identify pets**  **• to talk about possession** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **1 One** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Grammar page 23*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Have you got a red pen ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ss repeat after the teacher.**  **- Ss answer question.** | | | ***- Grammar***  **Have got \ has got**  ***Presentation:***  **Point out that haven’t is the short form of have not. Explain the question and the answers to the Ss and give them more examples, e.g. Have you got a parrot? Yes, I have. / No, I haven’t. Ask different Ss Have you got a pen / book / pencil / ruler, etc? and encourage them to answer Yes, I have. / No, I haven’t. Refer Ss to the corresponding Grammar Boxes on p.118. Direct Ss’ attention to the pictures in the grammar box and the sentences below them.** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **1-study have got and has got.**  **2-making sentences using have got.** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Our world** | | **Unit** |
|  |  |  | |  |  | **Date** | **Page 24** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Point to a S with curly hair and say, curly hair** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ss point to one of their**  **classmates and say a**  **sentence .**  **Ss repeat and point** | | | ***- Vocabulary:***  **curly hair, straight hair, long hair, short**  ***Presentation:***  **- Play the CD a few times and have Ss point to the pictures in the vocabulary section and repeat. Say the phrases again in random order and have Ss repeat and point. Have Ss look at the presentation and ask them to describe each child’s hair and eyes, e.g. 1st boy: curly hair, brown eyes. Help Ss when necessary .Ask Ss to point to the appropriate picture as you play the CD.**  **• Play the CD again and pause after each phrase for Ss to repeat. Direct Ss’ attention to the grammar box at the top of page 25.** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **describe physical**  **appearance.**  **Say sentences about**  **classmates.** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Our world** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Page 25*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Have you got a sister?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **-Ss listen and number.**  **-SS fill in the table.**  **.** | | | ***Presentation:***  **Explain to Ss that they have to refer to activity 1 and complete the table.**  **• Point out that Ss have to write adjectives describing each child’s hair in the first row and in the second row they have to write the color of each child’s eyes. Check Ss’ answers.**  **Ss have to listen to each child’s description and number the pictures.**  **• Point out that the first one has been done for them.**  **• Play the CD twice** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **Practice using have\ have not got.**  **Filling in a table.** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **2 - Let’s play** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Page 26*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Touch your face, say face a few times *.*** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **SS listen to each phrase to repeat.**  **Ss swap roles.** | | | ***- Vocabulary:***  **curly hair, straight hair, long hair, short**  ***Presentation:***  **Have Ss open their books to page 26 and point out the words in the vocabulary section at the top of the page. • Play the CD a few times and have Ss point to the words and repeat. • Say the words in random order and have Ss repeat and point.. Play the CD and have Ss follow in their books and pause after each phrase for Ss to repeat. Point to a S with short hair and ask the rest of the class, Has he got long hair? Elicit the answer, No, he hasn’t. Has he got short hair? Elicit the answer, Yes, he has Direct Ss’ attention to the two boys in the picture and ask them to guess what they are doing..** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **to identify parts of the face and body**  **• to ask and answer questions about**  **physical appearance** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Phonics computer - duck** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Phonics (page 27)*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Write computer and duck on the board.** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ss have to chant while**  **raising the corresponding**  **card each time.** | | | ***- Vocabulary:***  **computer, cute, cube, duck, hungry,**  **jumper**  ***Presentation:***  **Play the CD and have Ss listen and point the first time.**  **• Play the CD again and have Ss listen, point and repeat.**  **Direct Ss’ attention to the picture and ask**  **them questions about it, e.g. Where are the**  **children? (In a bedroom.) What’s on the**  **bed? (A jumper.) What color is the jumper?**  **Play the chant My duck and have Ss listen** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **differentiate between**  **the u /:/ and the u //**  **• to say a phonics chant** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **2 TWO** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Phonics (page 27)*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | ***What is the meaning of " cute " ?*** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **-Ss repeat after the teacher.**  **SS talk about the pictures.** | | | ***Presentation:***  **Direct Ss’ attention to the picture and ask them questions about the pictures in the order that they hear them .Check Ss’ answers. Direct Ss’ attention to the pictures in the activity. Point to each one and encourage Ss to say the words. Explain to Ss that they have to look at the pictures and write the correct word underneath each picture. Then they have to match the words with the same sound. Have Ss compare their answers in pairs first, then check as a class.**  **Explain to Ss that they have to match the pieces of the jigsaw puzzle to form a word and then match the word with the correct**  **picture. Point out that the first one has been done for them.**  **• Check Ss’ answers** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **Listen and say.**  **Listen and chant** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **2 Story time** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Show and Tell page 28*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **What is a parrot ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **-Ss talk about the pictures**  **Individually and write the**  **new words on the board** | | | ***Vocabulary:***  **parrot, lizard, bird, frog, snake, rabbit**  ***Presentation:***  **Direct Ss’ attention to the picture and ask them questions about the pictures in the order that they hear them .Check Ss’ answers. Direct Ss’ attention to the pictures in the activity. Point to each one and encourage Ss to say the words. Explain to Ss that they have to look at the pictures and write the correct word underneath each picture. Then they have to match the words with the same sound. Have Ss compare their answers in pairs first, then check as a class.**  **Explain to Ss that they have to match the pieces of the jigsaw puzzle to form a word and then match the word with the correct**  **picture. Point out that the first one has been done for them.**  **• Check Ss’ answers** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **# listen and read for pleasure**  **• to revise and consolidate vocabulary**  **and structures learnt in the previous lessons** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **2 Story time** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Show and Tell page 29*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Who can write a frog ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Has Ali got a lizard?**  **Has he got a cat?**  **What’s the name of the cat?**  **Has it got small ears?**  **Has it got short legs?**  **Has it got a long tail?**  **Has the other boy got a parrot?**  **What’s the name of the parrot?** | | | ***Vocabulary:***  **T revises the previous words.**  ***Presentation:***  **T reminds ss of the first part of the story After reading:**  **Ask Ss comprehension questions. Divide Ss**  **into small groups and have them read the**  **story. Ss have to read the questions, look at**  **the corresponding pictures and circle the**  **correct answers• Check Ss’ answers** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **# By the end of the period students will be able to:**  **1- Answer some simple questions about pictures.**  **2- Listen to a chant and repeat.** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **2 Revision** | | **Unit** |
|  |  |  | |  |  | **Date** | ***page 30*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Play Guess who!** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **they have to match**  **the two halves of each**  **animal and then write**  **what animal it is,** | | | ***Presentation:***  **Point to the pictures of the children and encourage Ss to describe the hair and eyes of each child, e.g. The 1st girl: She has got long hair. She has got straight hair. She has got blue eyes.**  **• Explain to Ss that they will listen to the description of each child and they have to match the names to the pictures according to the descriptions they hear. Play the CD and have Ss do the matching activity. Check Ss’ answers. Explain to Ss that they have to look at the children in activity 1 and complete the sentences with the correct phrase. Check Ss’ answers. Direct Ss’ attention to the pictures of the animals .** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **revise and consolidate**  **vocabulary and**  **structures learnt in**  **previous lessons** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Project** | | **Unit** |
|  |  |  | |  |  | **Date** | ***( page 31 )*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | ***Bring a photo of one of your friends and stick it on the board.*** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ss repeat and tick the box**  **- Ss answer question** | | | ***Presentation:***  **Explain to Ss that they are going to tick the boxes of the words they have learnt in this module. Activity 1 Holding up the WB, point to the numbers and encourage them to say the words aloud. Have Ss tick the boxes as they say each number. Do this with all the words. Activity 2 Follow the same procedure as in Activity 1. Activity 3 Follow the same procedure as in Activities 1 and 2. Activity 4• Direct Ss’ attention to the first picture and ask them, Has the girl got a pet lizard? Elicit Ss’ answer. Then read the question and the answer aloud and have Ss repeat**  **them and tick the box** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **read about someone’s best**  **friend**  **• to write a paragraph about**  **one’s best friend**  **• to revise and consolidate**  **structures and vocabulary**  **introduced in previous lessons** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Phonics revision** | | **Unit** |
|  |  |  | |  |  | **Date** | ***Page 32*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Write food, book, computer, duck on the board.** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **-Ss repeat after the teacher.**  **- make them**  **swap cards and play again** | | | ***Vocabulary:***  **food, room, tooth, book, foot, look, computer, cute, cube, duck, hungry, jumper**  ***Presentation:***  **Play the CD and have Ss listen and point the first time. Play the CD again and have Ss listen, point and repeat. Play the CD and have Ss point to their books and repeat. Instruct Ss to circle the correct letters each word contains. Allow Ss a few minutes to find their pair. Then ask the pair of**  **Ss to name their card. If Ss name their cards correctly, they stay in the game. However, if they do this incorrectly, they**  **are eliminated** | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **to differentiate between**  **the oo /:/ and the oo**  **// and between**  **the u /j:/ and the u //** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Smart Time 2** | | **Unit** |
|  |  |  | |  |  | **Date** | ***( page 33 )*** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Show Ss the flashcards of the parts of the face . | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **-Ss repeat after the teacher.**  **Read and write T for True or F for False.** | | | ***Vocabulary:***  **e-friends**  ***Presentation:***  **Direct Ss’ attention to the photos of the two boys. Have them guess what kind of text this is (an online conversation between the two boys) Ss listen to the CD and follow in their books. Explain any unknown words. Ask Ss some comprehension questions, If time permits have some Ss read the texts aloud for the whole class. Direct Ss’ attention to the sentences and make sure Ss don’t have any unknown words.**  **• Explain to Ss that they have to decide**  **if the sentences are true or false according to the text.**  • Check Ss’ answers | | | | | **P.B**  **Markers**  **Board**  **Flash Cards**  **Poster**  **Toy for learn** | **-provide Ss with cultural**  **information**  **-look and listen.** |
| ***Learning Strategy*** |
| ***encourage***  ***Ss to repeat after.***  ***Repeat***  ***This***  ***several times*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Phonics (page 34) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | cats - dogs | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and read the chant.** | | | ***Vocabulary:***  **cats – rabbits – birds – hens – dresses - foxes**  ***Presentation:***  **Play the CD and ask Ss to listen. Play the CD again and ask Ss to repeat. In pairs, Ss read the words. Direct Ss’ attention to the pronunciation change of the s / es when added to singular nouns to make plurals . Give feedback.**  **Play the chant once and have Ss listen to it. Play the CD a second time and have Ss repeat the chant as they listen. Ask Ss to repeat the chant by themselves.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation of plural  -s**  **2- to sing a phonics chant** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | **Three** | | **Unit** |
|  |  |  | |  |  | **Date** | **Animals – A chant (page 35)** | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | **Have you got a pet ?** | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and repeat the chant.** | | | ***Vocabulary:***  **head – wings – leg – tail – hump - monkey – camel - parrot**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say the words and have the Ss point to the pictures and repeat.**  **1- Play the chant once and have Ss listen to it. Play the CD again and have Ss repeat the chant as they listen. Have several Ss to read the chant.**  **2- Play the CD and have Ss listen to it. Play the CD again and have Ss repeat. Explain that its is used when we talk about a singulars and their is used when we talk about plurals. They are both followed with a part of the animal** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to sing a chant about animals**  **2- to take about animals**  **3- to use the adjectives its / their** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Smart kids (page 36) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask two Ss come to the board. Using flashcards , one asks :**  **Can you ……………?**  **the other answers :**  **Yes, I can. or**  **No, I can't.** | | | ***Vocabulary:***  **talk – swim – run – jump – fly – climb a tree**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say the words and have the Ss point to the pictures and repeat.**  **1- Play the CD and have Ss listen. Play the CD again and have Ss repeat. Have several Ss to read. Point that we use can / can't to talk about ability. Explain the question and the answers to the Ss and give them more examples. Go up to a random S and ask him/her: Can you + v ? Encourage the S to answer : Yes, I can. or No, I can't.**  **2- Play the CD and have Ss listen. Play the CD again and have Ss tick the right picture.**  **3- Have Ss work in pairs, ticking or crossing the verbs. In pairs, one asks: Can you + v ? and the other answers: Yes, I can. or No,** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to talk about ability using can / can't**  **2- to ask questions with can** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Our world (page 38) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Have you got a pet ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask two Ss come to the board. One describes the animal. The other guess what the animal is.** | | | ***Vocabulary:***  **wolf – elephant – penguin – hippo - crocodile**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say the words and have the Ss point to the pictures and repeat.**  **1- Play the CD and have Ss listen. Play the CD again and have Ss repeat. Have several Ss to read.**  **2- Play the CD again and have Ss finish the table about animals. Get Ss review their answers with a partner.**  **3- Play the CD and have Ss listen. Play the CD again and have Ss guess the animal an number its picture.**  **4- Have Ss to work in pairs. One describes the animal without saying its name. The other says the name of the animal.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to talk about wild animals**  **2- to write about animals using has got / have got & can / can't** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Let's play (page 40) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Can you swim ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask two Ss to come to the board. Using classroom objects , one asks :**  **How many ………can you?**  **the other answers :**  **I can see …………..** | | | ***Vocabulary:***  s**ee – sheep – tiger – horse – lion – goat - zebra**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say the words and have the Ss point to the pictures and repeat.**  **1- Play the CD and have Ss listen. Play the CD again and have Ss repeat. Go up to a random S and ask him/her: How many ……. Can you see ? Encourage the S to answer : I can see + number. Repeat with several Ss. Have Ss work in pairs, asking and answering the question. Monitor and give feedback.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to talk about animals**  **2- to ask about number using How many……can you see?** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Phonics (page 41) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | How many windows can you see? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and repeat the chant.** | | | ***Vocabulary:***  **chimp – peach – chair – sheep – fish - shirt**  ***Presentation:***  **Play the CD and ask Ss to listen. Play the CD again and ask Ss to repeat. In pairs, Ss read the words. Direct Ss’ attention to the pronunciation difference between sh and ch. Check Ss’ pronunciation and give feedback.**  **Play the chant once and have Ss listen to it. Play the CD a second time and have Ss repeat the chant as they listen. Ask Ss to repeat the chant by themselves.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation of ch and sh**  **2- to sing a phonics chant** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Story time (pages 42 – 43) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Can you run ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and read the story.** | | | ***Vocabulary:***  **vocabulary of the unit**  ***Presentation:***  **1- Tell Ss they will listen and read a story called "Can lions run ?" . Encourage Ss to predict what happens in the story. Play the CD and ask Ss to point to the pictures. Play the CD again and ask Ss to repeat. Ask individual S to read aloud while others listen.**  **2- Tell Ss to look at the pictures again. Tell them to read the questions and circle the right answers. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1-to listen and read for pleasure.**  **2- to revise and consolidate vocabulary and structures of the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Revision 3 (page 44) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Can lions run ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask two Ss to come to the board. Using classroom objects , one asks :**  **How many ………can you?**  **the other answers :**  **I can see …………..** | | | ***Vocabulary:***  **Revision of vocabulary of the unit**  ***Presentation:***  **1- Draw Ss’ attention to the vocabulary. Ask one to read while others listen. Tell Ss to look at the pictures and write the letters in the right place to complete the crossword. Get Ss review their answers with a partner.**  **2- Have Ss work in pairs, reading questions and circling the right answers.**  **3- Get Ss read the question, write the missing words and answer them. Get Ss check their answers in pairs first, then as a class.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **- to revise and consolidate vocabulary and structures**  **learnt in the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Project (page 45) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | What's your favourite animal ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask several Ss to come to the front of the class and read their paragraphs.** | | | ***Vocabulary:***  **Revision of vocabulary of the unit**  ***Presentation:***  **1- Play the CD and ask Ss to listen and look at the picture . Play the CD again and ask Ss to repeat. Ask individual S to read aloud while others listen. Ask individual S to talk about their families in the same way.**  **Ask Ss to write about their favourite animal in the same way. Give them time to finish. Get Ss check their paragraphs in pairs.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to write about favourite animal**  **2- to revise and consolidate vocabulary and structures**  **learnt in the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Phonics revision (page46) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Can camels run ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask students if they can think of other words that contain the same sounds.** | | | ***Vocabulary:***  **vocabulary of the unit**  ***Presentation:***  **1- Play the CD and point to each word as it is heard while Ss listen. Play the CD again and ask Ss to repeat. Ask individual S to read the words. In pairs, Ss read the words.**  **2- Play the CD and point to each picture as the word is heard while Ss listen. Play the CD again and ask Ss to circle the right sound under each picture and say the word. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation of Plural  –s & ch / sh**  **2- to revise and consolidate vocabulary of the unit** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Three | | **Unit** |
|  |  |  | |  |  | **Date** | Smart 3 (page 47) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | How many doors can you see ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and talk about their favourite animals.** | | | ***Vocabulary:***  **vocabulary of the unit**  ***Presentation:***  **1- Draw Ss’ attention to the two photos and ask them what they see. Draw their attention that these two animals live in different countries .Play the CD and Ss listen. Play the CD again and ask Ss to repeat. Ask individual S to read.**  **2- Tell Ss to look at the pictures and read the paragraphs again. Tell them to read the questions and circle the right answer. Get Ss check their answers in pairs first, then as a class.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- provide Ss with cultural information.**  **2- Review more animals** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Phonics (page 48) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Can you swim ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and repeat the chant.** | | | ***Vocabulary:***  **white – whale – wheel – elephant – dolphin - photo**  ***Presentation:***  **1- Play the CD and ask Ss to listen. Play the CD again and ask Ss to repeat. In pairs, Ss read the words. Direct Ss’ attention to the pronunciation of wh and ph. Check Ss’ pronunciation and give feedback.**  **2- Play the chant once and have Ss listen to it. Play the CD a second time and have Ss repeat the chant as they listen. Ask Ss to repeat the chant by themselves.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation of wh and ph**  **2- to sing a phonics chant** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | My town – A chant (page 49) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Where do you live ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and repeat the chant.** | | | ***Vocabulary:***  **library – toy shop – school – restaurant - park**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say the words and have Ss point to the pictures and repeat.**  **1- Play the chant once and have Ss listen to it. Play the CD again and have Ss repeat the chant as they listen. Have several Ss to read the chant.**  **Explain that There is ……….. is always followed by singular nouns and There are …………. used is always followed by plural nouns.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to sing a chant about the town**  **2- to take about buildings in a town**  **3- to use There is / There are** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Smart kids (pages 50 -51) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Look at the board. | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask two Ss to come to the board. Using a map of the town , one asks :**  **Is there ………………..?**  **the other answers :**  **Yes, there is. or**  **No, there isn't.** | | | ***Vocabulary:***  **Mosque – supermarket – police station – playground – hospital - farm**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say the words and have the Ss point to the pictures and repeat.**  **1- Play the CD and have Ss listen. Play the CD again and have Ss repeat. Have several Ss to read. Point that we use Is there ……..? to ask about things. Explain the question and the answers to the Ss and give them examples. Go up to a random S and ask him/her: Is there …. ? Encourage the S to answer : Yes, there is. or No, there isn't. 2- Get Ss to look at the pictures and answer the questions. 3- Play the CD and have Ss listen. Play the CD again and have Ss repeat and tick the right picture.  4- Get Ss cut out pictures o page 123 and use them in a game. In pairs, they ask: Is there …. ?** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to take about buildings in a town**  **2- to ask: Is there ……..?** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Our world (pages 52 – 53) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | It's cold today . | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Using weather flashcards, go up to random Ss and ask them: What's the weather like in ………….?** | | | ***Vocabulary:***  **Sunny – cloudy – windy – hot – cold - raining**  ***Presentation:***  **Direct Ss’ attention to the vocabulary section. Say Direct Ss’ attention to the vocabulary section. Say the words and have the Ss point to the pictures and repeat.**  **1- Play the CD and have Ss listen. Play the CD again and have Ss repeat. Have several Ss to read.**  **2- Play the CD again and have Ss match boys with their cities and each city with the weather picture. Get Ss review their answers with a partner.**  **3- Get Ss cut out pictures o page 125 and use them in a game. Play the CD and have Ss listen. In pairs, they ask: what's the weather like in …. ? and answer : It's ……….Ss use the cut-outs to match the country with the weather picture.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to talk about the weather**  **2- to ask about the weather** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Let's play (page 54) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | What's the weather like in Riyadh ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask Ss to use the map of their town and ask: Where is ……….?  and answer: It's ………** | | | ***Vocabulary:***  **next to - opposite - between**  ***Presentation:***  **Point that we use Where is……… ? to ask about the place of a building. Explain the question and the answers to the Ss and give them more examples.**  **1- Read the sentences and Ss listen. Ask Ss to read the first sentence. Get Ss look at the map and guess where the toy shop is. ask Ss to write "Toy shop" in the right place. Repeat with the other sentences. Get Ss to check their answers with a partner.**  **2- Play the CD and have Ss listen and put flashcards in order. Get Ss to ask:** Where's ………..? and answer: It's ………. | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to use prepositions in sentences**  **2- to ask: Where's ……..?**  **3- to talk about bouildings in a town** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Phonics (page 55) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Where is Ali ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and repeat the chant.** | | | ***Vocabulary:***  **playground – plane – planet – cloudy – clap - climb**  ***Presentation:***  **1- Play the CD and ask Ss to listen. Play the CD again and ask Ss to repeat. In pairs, Ss read the words. Direct Ss’ attention to the pronunciation of pl and cl. Check Ss’ pronunciation and give feedback.**  **2- Play the chant once and have Ss listen to it. Play the CD a second time and have Ss repeat the chant as they listen. Ask Ss to repeat the chant by themselves.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation of pl and cl**  **2- to sing a phonics chant** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Stoty time (pages 56 – 57) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | What is the weather like ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and read the story.** | | | ***Vocabulary:***  **vocabulary of the** unit  ***Presentation:***  **1- Tell Ss they will listen and read a story called "What's the weather like ?" . Encourage Ss to predict what happens in the story. Play the CD and ask Ss to point to the pictures. Play the CD again and ask Ss to repeat. Ask individual S to read aloud while others listen.**  **2- Tell Ss to look at the pictures again. Tell them to read the sentences and write T if a sentence is true or F if it is false. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1-to listen and read for pleasure.**  **2- to revise and consolidate vocabulary and structures of the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Revision 4 (page 58) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | What's hthe weather like? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Using weather flashcards, go up to random Ss and ask them: What's the weather like in ………….?** | | | ***Vocabulary:***  **vocabulary of the unit**  ***Presentation:***  **1- Play the CD and ask Ss to listen. Play the CD again and ask Ss to listen and number the weather pictures. Get Ss review their answers with a partner.**  **2- Draw Ss’ attention to the vocabulary. Ask one to read while others listen. Tell Ss to look at the pictures and write the letters in the right place to complete the crossword. Get Ss review their answers with a partner.**  **3- Get Ss read the sentences and choose the right words to finish them. Get Ss review their answers in pairs, then as a class.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to revise and consolidate vocabulary and structures**  **learnt in the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Project 4 (page 59) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | Where is the market ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask several Ss to come to the front of the class and read their paragraphs.** | | | ***Vocabulary:***  **vocabulary of the unit**  ***Presentation:***  **1- Tell Ss that they will use boxes, coloured paper, colour pens to make a town . Give them time to make ad stick buildings to make a town while you monitor them.**  **2- Using their work, get them work in pairs, asking: Where's …….? and answering: It's ………….**  **3- Play the CD and have Ss listen. Play the CD again and have Ss repeat. Have several Ss to read. Get Ss write about their town in the same way.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to write about favourite animal**  **2- to revise and consolidate vocabulary and structures**  **learnt in the unit.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Phonics revision (page 60) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask students if they can think of other words that contain the same sounds.** | | | ***Vocabulary:***  **vocabulary of the unit**  ***Presentation:***  **1- Play the CD and point to each word as it is heard while Ss listen. Play the CD again and ask Ss to repeat. Ask individual S to read the words. In pairs, Ss read the words.**  **2- Play the CD and point to each picture as the word is heard while Ss listen. Play the CD again and ask Ss to circle the right sound under each picture and say the word. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- to review the pronunciation wh – ph & pl - cl**  **2- to revise and consolidate vocabulary of the unit** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | | **MON.** | **SUN.** | **Day** | Four | | **Unit** |
|  |  |  | |  |  | **Date** | Smart 4 (page 61) | | **Lesson** |
| **-** | **-** | **-** | | **-** | **-** | **Class - Share** | What is the weather like ? | | **Warm Up** |
| **EVALUATION** | | | **Presentation** | | | | | **Teaching Aids** | **OBJECTIVES** |
| **Ask individual Ss to come to the board and talk about their town.** | | | ***Vocabulary:***  **roller coaster – ice rink – cartoon – hotel - rides**  ***Presentation:***  **1- Play the CD and point to each word as it is heard while Ss listen. Play the CD again and ask Ss to repeat. Ask individual S to read the words. In pairs, Ss read the words.**  **2- Play the CD and ask Ss to listen and look at the pictures . Play the CD again and ask Ss to repeat. Ask individual S to read aloud while others listen.**  **3- Tell Ss to read the paragraphs. Tell them to read the sentences and write T if a sentence is true or F if it is false. Get Ss review their answers with a partner.** | | | | | **Blackboard**  **Textbook**  **Presentations**  **CD**  **Audio** | **1- provide Ss with cultural information.**  **2- Review more places in the town** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |