NIKO	DUCTIO	N	CLASSROOM ENGLISH	LISTEN AND POINT
lay	class	period	Learning Ob	jectives
			The student will be able to:	
	(1. To identify [Welcome].	
		5	2. To give commands.	
			To respond to commands.	
eachi	ng Strate	egies	Steps to follo)W
Pair	work		A-Warming up and revision	
Wor	k group		Warm up:	
Prob	olem solv	ing	Play a game with the student.	
Brai	n stormin	g	Check the homework and answer the que	stions.
Role	play		Do physical exercise.	
Disc	ussion			
Indu	uctive			
Co-	operative	e learning		
(Marrey)	overy		B- Presentation	
ecou	rses nee	ded		
Stuc	dent book	<		
Wor	k book			
	cher's gu	ide		
	ng aids		C- Practice	
Bog			I greet the students and say "welcome".	
	wing		I write the date and the title on the board	
Car			I introduce myself to the class and encou	
500000	lobjects		Page 2 and 3:	
[[] A 1 A	a show		1 listen and point.	
	ractive C	D	I ask them to greet each other and say "welcome".	
me	TOUTH C		 I ask the students to listen and then play t 	
value	tion Tool	e	 I read the sentences twice. I ask the students to look at the activity1 i 	n the book
	Same took	3	I ask the students to look at the activity I i I practice the commands with each other	
	l Tests	- i	 I give commands to the students and the 	y do it.
- 0	ten Tests		 I ask the students to give each other com- action. 	imands and respond with
Obs	ervation		I ask the students to do the tasks.	
Disc	ussion		I check their answer and correct their mistak	es.
Exe	rcise			
Acti	ivities		D- Feedback	
			1. Greet each other.	
			2. Command your friend to open the door.	
			3. Your friend opened the door as you said.	What would you say to him
Home	assignm	nent	workbook page () exercise ()	

Teacher

trategies cup solving rming / on eative learning y needed book	Learning Objectives The student will be able to: To ask;" How are you?" To greet their teacher To say, "I'm first, second, Steps to follow A-Warming up and revision Warm up: Play a game with the student. Check the homework and answer the questions. Do physical exercise. B- Presentation The students are going to learn New vocabulary Great – fine- thanks- meet- first- second- third- fourth- fifth
oup solving rming on e ative learning y needed book	To ask;" How are you?" To greet their teacher To say, "I'm first, second, Steps to follow A-Warming up and revision Warm up: Play a game with the student. Check the homework and answer the questions. Do physical exercise. B- Presentation The students are going to learn New vocabulary
oup solving rming on e ative learning y needed book	A-Warming up and revision Warm up: Play a game with the student Check the homework and answer the questions Do physical exercise. B- Presentation The students are going to learn New vocabulary
solving rming / on e ative learning y needed	Warm up: Play a game with the student Check the homework and answer the questions Do physical exercise. B- Presentation The students are going to learn New vocabulary
solving rming / on e ative learning y needed	Warm up: Play a game with the student Check the homework and answer the questions Do physical exercise. B- Presentation The students are going to learn New vocabulary
rming / on e ative learning y needed	Play a game with the student Check the homework and answer the questions Do physical exercise. B- Presentation The students are going to learn New vocabulary
on eative learning y needed	Do physical exercise. B- Presentation The students are going to learn New vocabulary
ative learning y needed	B- Presentation The students are going to learn New vocabulary
ative learning y needed	The students are going to learn New vocabulary
ative learning y needed	The students are going to learn New vocabulary
needed book	The students are going to learn New vocabulary
needed oook	The students are going to learn New vocabulary
oook	New vocabulary
oook	New vocabulary
20 CER TONIO CARDA	
sk	
ok	
s guide	
ids	C- Practice
	1 -
	I play the CD and listen to a short simple dialogue. I get the students "How greened?"
	 I ask the students: "How are you?" Get the students to respond.
ects	 I ask the students to open their books and play the CD twice.
w	 I walk around the class to make sure that the students are finding the correct pictures.
ve CD	2 -
	I ask the students to play the dialogue in pairs, then play the CD twice
Tools	 I write the dialogue on the board, and ask students to act out the talk in
S	pairs.
ests	4-
tion	 I ask the students to stand in a line. I ask the students to listen, then play the CD twice.
n	I write the new words on the board. They read them, and say "I'm first second."
	They read them, and say "I'm first, second,
	D- Feedback
)	"How are you?" Greet your teacher.
	Complete: "I'm"

-	EELINGS	RHYTHMS AND LISTENII
y	class period	The student will be able to: 1. To chant an educational chant with a partner 2. To play the confusion game with a partner 3. To say "sixth, seventh, eighth,"
achi	ng Strategies	Steps to follow
Pair	work	A-Warming up and revision
Wor	k group	Warm up:
Prob	olem solving	Play a game with the student.
Brai	n storming	Check the homework and answer the questions.
Role	play	Do physical exercise.
Disc	ussion	
Indu	uctive	
Co-	operative learning	
Disc	overy	B- Presentation
COU	rses needed	
No.	lent book	
Coordin to	k book	
-	cher's guide	
	ng aids	C- Practice
Boa	CAN.	 I greet the students and ask one of them, "How are you?" and ge
INCORE 27/	wing	the answer.
Car		 I write the date and the title on the board.
	l objects	I check the homework.
3754 0	a show	Page 6:
E Kr	ractive CD	 I ask the students to listen, then play the CD. I ask the students to chant the song chorally.
alua	tion Tools	2-
1	l Tests	I play the CD twice, and ask students to listen carefully to notice to
	ten Tests	sounds.
	ervation	 They match the words with the correct pictures. Page 7:
Disc	ussion	3-
Exe	rcise	 I write the new vocabulary on the board. I ask them to read it one by one loudly. I ask them to play the confusion game in pairs.
Acti	vities	D- Feedback
		 Chant the if you're happy and you know it chant on P.6 in pairs. Play the confusion game in pairs. Is [H] the sixth letter of the alphabet?
ome	assignment	workbook page () exercise ()
		3005 30

Teacher

y	class	period	Learning Objectives
			The student will be able to: To ask: "What's the matter?" To act out three feelings To answer, "This is"
ıchi	ng Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Wor	k group		Warm up:
Prob	lem solv	ing	Play a game with the student.
Braiı	n stormin	g	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-	operative	e learning	
Disc	overy		B- Presentation
COU	ses nee	ded	
Stud	ent book	<	
Wor	k book		
Tead	cher's gu	uide	
ıchi	ng aids		C- Practice
Boa	rd		I greet the students.
Drav	ving		 I revise the previous lesson and check the homework. I write the date and the title on the board.
Car	ds		❖ Page 8:
Rea	objects		1-
Dat	a show		 I hold up the Student's Book, point to the pictures and ask them to read
Inte	active C	D	 I play the CD twice.
ilva	ion Too	S	I play the CD twice.
Oral	Tests		I ask the students to listen and act.
Writt	en Tests		 I go round the class to check that they find the correct pictures. They ask in pairs, "What's the matter?", and another one replies.
Obs	ervation		Page 9:
Disc	ussion		4-
Exer	cise		 I ask one student to be the leader. I ask the rest to do the same action as the leader.
A 041	vities		They do the different feelings. D. Foodback
ACII	A111G2		Twhat's the matter?"
			Act out that you are hungry. Say your feeling: I'm
me	assignn	nent	workbook page () exercise ()

Teacher

	EELING		PHONIC Logrning Objectives
ay	class	period	Learning Objectives
			 The student will be able to: To listen and point to the right pictures and words To say, read, and I write the sounds for a, I by themselves
			Steps to follow
Pair	work		A-Warming up and revision
Worl	k group		Warm up:
Prob	lem solv	ing	Play a game with the student.
Brain	n stormin	g	Check the homework and answer the questions.
Role	play		Do physical exercise.
Disc	ussion		
Indu	ctive		
Co-c	operative	elearning	
	overy	J	B- Presentation
			The students are going to learn
ecour	ses nee	ded	
	ent book		New vocabulary
	k book		Ink-iron- pin- pine- time
	cher's gu	uide	
10 mg 101	ng aids		C- Practice
Boar	(3)		1-
Drav	ving		 I ask the students to open their books and play the CD twice.
Card	ds		I ask the students to repeat after me. They point to the right pictures and words
Real	objects		They point to the right pictures and words. 2-
2 5	a show	-	I play the CD twice, and write the words on the board.
	active C	D	 I ask the students to number the words with the correct sound.
			 I go around the class to check that they number the pictures correctly.
aluat	ion Too	s	I play the CD twice and ask them to say the words. Ask them to match t
Oral	Tests		pictures while they are listening to the words.
Writt	en Tests		 I go around the class to make sure that they are matching the correct pictures.
Obs	ervation	2	Page 11:
Disc	ussion	2	 I play the CD twice, and ask the students to mime and say in pairs.
Exer	cise		The students mime other sounds.
Activ	vities		D- Feedback
		÷	 Look at P.10 and point to the right pictures and words. Practice the sounds /a/ and /i/.
lome	assignm	nent	workbook page () exercise ()
A RESIDENCE OF THE PARTY OF THE	GISSIGIIII	CIII	WOIKDOOK DUILE EXEICISE

Teacher

Exception 1		WE WEAR			
у	class	period	Learning Objectives		
			The student will be able to: To ask, "Whoseis this?"		
))	- 10 dak, willoseis iilis :		
			To reply, "it's mine"		
			To meet someone and say,"I like your"		
	ng Strate	egies	Steps to follow		
Pair	work		A-Warming up and revision		
Wor	k group		Warm up:		
Prob	olem solv	ing	Play a game with the student.		
Brai	n stormin	g	Check the homework and answer the questions.		
Role	play		Do physical exercise.		
Disc	ussion				
Indu	uctive				
Co-	operative	elearning			
Disc	covery		B- Presentation		
			The students are going to learn		
COUI	rses nee	ded	New vocabulary		
Stud	dent book	<	Hat- mine- thank -welcome -whose -who-what-white		
Wor	k book				
Tea	cher's gu	ide			
achi	ng aids		C- Practice		
Boa	rd		1 -		
Drav	wing		I play the CD and listen to a short simple dialogue. I sale the students: "Where he als is this?"		
Car	ds		 I ask the students: "Whose book is this?" I ask the students to open their books and I play the CD twice. 		
Rea	l objects		2 -		
Dat	a show		 I ask the students to act out the dialogue in pairs. 		
Inte	ractive C	D	3-		
			 I play the CD twice, and write the words on the board. I ask the students to number the words with the correct sound. 		
alva	tion Too	S	I go around the class to check that they number the pictures correctly		
Ora	l Tests				
Writt	ten Tests		Page 13:		
Obs	ervation		4-		
200			I explain the task.		
Disc	ussion	-	It's my hat. — It's mine.		
Exe	rcise		It's not my hat. → It's not mine.		
2			 I ask them to ask and answer about their belongings in pairs. 		
Acti	ivities		D- Feedback		
			 Complete:car is this? - "it's mine" Answer, "Whose book is this?" 		
Σ			Put on order: hat/like/your/i		
ome	assignn	nent	workbook page () exercise ()		
	100				

AND DE		WE WEAR	
y	class	period	Learning Objectives
			The student will be able to:
	10	Via ====	To chant the Who is wearing green? Chant
	+		To say three colors that they are wearing
			To say filled colors fillar filey are wearing
achi	ing Strate	egies	Steps to follow
Pair	work		A-Warming up and revision
Wor	rk group		Warm up:
Prol	blem solvi	ing	Play a game with the student.
Brai	in storming	g	Check the homework and answer the questions.
Role	e play	-	Do physical exercise.
22-0	cussion		
Ind	uctive		
Co-	operative	elearning	
Disc	covery		B- Presentation
cou	rses need	ded	
NAME OF STREET	dent book	11/2-25-W	
CONSTRUCTION OF	rk book		
	cher's gu	ide	
	ing aids	i de c	C- Practice
Boo	NEW CONTRACTOR		Page 14:
Dra	wing		1-
Car	2100000000 000		 I ask the students to listen, then play the CD.
Red	objects	7	I ask the students to chant the song chorally. 2-
	ta show		I play the CD twice, and ask the students to listen carefully to notice the
Inte	ractive C	D	sounds.
			They write the missing letters. Page 15:
alua	ition Tool	S	** Page15: 3-
T	l Tests	<u>.</u>	
8 2	ten Tests		Grammar Toolbox
15-25-32	servation	=	Who's = Who is
		77	I explain the task.
Disc	cussion		I ask them to play the colors the classmates are wearing
Exe	rcise		EX:
			- Who's wearing green today?
			I ask them to play one by one.
Act	ivities		D- Feedback
			1. Chant the Who is wearing green? Chant chorally.
		and the second	2. Write three colors that they are wearing.
ome	assignm	ient	workbook page () exercise ()

Teacher

M2/ THINGS WE WEAR	WORDS
day class period	Learning Objectives
	The student will be able to: 1. To say the names of five things that they can wear 2. To name two things he/she wearing, saying,"I'm wearing andtoday."
Teaching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	
Discovery	B- Presentation
Recourses needed	The students are going to learn
Student book	New vocabulary
Work book	Sunglasses- T-shirt- a jacket-blouse- sweater- skirt- jeans- shoes
Teacher's guide	
Teaching aids	C- Practice
Board	❖ Page 16:
Drawing	1.
Cards	I write the new vocabulary on the board.
Real objects	I hold up the Student's Book, point to the picture and ask them to read
Data show	loudly. I play the CD twice.
Interactive CD	 I hold up the flashcards of clothes. They point and say the words.
	2-
Evaluation Tools	 I say the chant, ask them to repeat after me. I ask them to say the chant chorally.
Oral Tests	
Written Tests	* Page 17:
Observation	I ask students to name the pictures. I ask them one by one to touch the pictures that I say it.
Discussion	 I ask them one by one to touch the pictures that I say it. Do it again with other pictures.
Exercise	
Activities	D- Feedback
	I write the names of five things that you can wear.
	• "I'm wearingtoday
Home assignment	workbook page () exercise ()

,	class	poriod	Logrning Objectives
y	class	period	Learning Objectives
	1	+	The student will be able to: To tell if the words start with p or b
			• To tell if the words staff with p of b
			To say two words that begin with p and b
			To play Does it move? in group
ıchi	ng Strate	eaies	Steps to follow
-	work		A-Warming up and revision
30797.5			
	k group		Warm up:
20-17-0-1	olem solv		Play a game with the student Check the homework and answer the questions.
Dam VA	n stormin	g	Do physical exercise.
05-00	play		
	ussion		
	uctive		
		e learning	
Disc	overy		B- Presentation
OU	rses nee	ded	
Stuc	dent book	<	
Nor	k book		
ſea	cher's gu	uide	
chi	ng aids		C- Practice
Boa	rd		* Page 18:
Dra	wing		1-
Car	ds		 I ask the students to open their books and play the CD twice.
Rea	l objects		I ask them to listen carefully.
Dat	a show		 They read and say it one by one and then chorally.
Inte	ractive C	D	2-
			I play the CD twice.
lua	tion Tool	s	 I ask the students to say the words then they match the words with the
Ora	l Tests		correct pictures.
Vrit	ten Tests		 They write the missing letters to complete the sentence.
Obs	ervation		* Page 19: 3-
isc	ussion		I play the CD twice
			I ask them to repeat.
exe	rcise		Then, I give everyone a tissue to hold it in front of his/her mouth to say th words.
Acti	ivities		I'll be sure that they say the words correctly. D- Feedback
			Say if these words start with p or b (ball-bat-pin-pine)
			Give two words that start with p and b. Plant Dane it makes a large and p.
ne	assignn	nent	workbook page () exercise ()
	333.9		Workbook page () exercise ()

Teacher

7 Things we do	Talk Ti
y class perio	
	 The student will be able to: To act out the telephone talks with a partner To have a telephone conversation in English To practice the sounds of /ph/ To use present continuous to talk about what they are doing at the
	moment
aching Strategies	Steps to follow
Pair work	A-Warming up and revision
Work group	Warm up:
Problem solving	Play a game with the student.
Brain storming	Check the homework and answer the questions.
Role play	Do physical exercise.
Discussion	
Inductive	
Co-operative learning	ng
Discovery	B- Presentation
courses needed	
Student book	
Work book	
Teacher's guide	
aching aids	C- Practice
Board	❖ Page 20:
Drawing	1-
Cards	I play the CD twice, and ask students to listen carefully.
Real objects	I ask the students to read the conversation.
Data show	2- They act out the conversation in pairs.
Interactive CD	I ask them to change the verb as: reading a book, listening to music,etc.
aluation Tools	3-
Oral Tests	I play the CD twice, and ask them to say the words. I ask them to match the pictures.
Written Tests	They complete the missing letters to make correct sentence.
Observation	A Page 21.
	Page 21:
Discussion	I play the CD, and ask the students to listen carefully.
Exercise	They act out the telephone call in pairs to ask what he or she is doing. I check that they have understood what's required.
Activities	D- Feedback
	Act out the telephone talks on P.21 in pairs. Make up a telephone conversation in English. Practice the sound of /ph/. Put the sentence in order :(playing-he-football-is)
me assignment	workbook page () exercise ()

Teacher

/ 11	IINGS WE DO	RHYTHMS AND LISTEN
y	class period	Learning Objectives
		 The student will be able to: To chant the What are you doing? Chant To play the True or False Action Game with a friend
achir	ng Strategies	Steps to follow
Pair	work	A-Warming up and revision
Work	k group	Warm up:
Prob	lem solving	Play a game with the student.
Brair	n storming	Check the homework and answer the questions.
Role	play	Do physical exercise.
Disc	ussion	
Indu	ctive	
Co-c	operative learning	
	overy	B- Presentation
COUR	ses needed	The students are going to learn
Contract Contract	ent book	New vocabulary
Decimal Land	k book	Karate-football
- N	her's guide	
Boar	ng aids	C- Practice
Drav	2502	Page 22:
Card	TO SAME	I ask the students to listen, then play the CD.
To the second second	objects	I write the new vocabulary on the board and ask them to read it loudly
	a show	 I ask the students to chant the song chorally.
5014 117 1110	active CD	2-
mei	uctive CD	I play the CD twice.
		 I ask the students to read the song loudly.
	ion Tools	
	Tests	Page23:
Terror	en Tests	3. Lask thom to play ITrue or Eales Action Camel in groups
Obs	ervation	 I ask them to play [True or False Action Game] in groups. I ask them to run to the T or F when I do the action.
Disc	ussion	
Exer	cise	
Activ	vities	D- Feedback
8		1. Chant the What are you doing? Chant chorally.
		2. Play the True or False Action Game in pairs.
ome	assignment	workbook page () exercise ()

Teacher

/ THINGS WE DO	Lograina Objectives	
/ class period	Learning Objectives	
	 The student will be able to: To play the Card Snap Game with friends To say two things when asked "What are you doing?" To put the sentences in order 	
ching Strategies	Steps to follow	
Pair work	A-Warming up and revision	
Work group	Warm up:	
Problem solving	Play a game with the student.	
Brain storming	Check the homework and answer the questions.	
Role play	Do physical exercise.	
Discussion		
nductive		
Co-operative learning		
Discovery	B- Presentation	
	The students are going to learn	
ourses needed	New vocabulary	
Student book	Computer games- gring-rink-wink-giwn- wing-speak-peaking	
Work book		
leacher's guide		
ching aids	C- Practice	
Board	* Page 24:	
Drawing	1-	
Cards	 I explain the task. I play the CD twice and ask students to listen. I write the new vocabulary on the board. 	
Real objects	 I write the new vocabulary on the board. I ask them to point to the actions on the book. 	
Data show	 I go around the class to check that they find the correct exercise. 	
nteractive CD	2-	
	 I play the CD twice, and ask the students to listen carefully. 	
luation Tools	 They say the words, then to read and circle. 	
Oral Tests		
Written Tests	Page25:	
Observation	3-	
Discussion	I play the CD twice.	
Discussion	 I ask the student to hit the card when the I say the sentence. 	
Exercise	 I check that students have understood what's required. 	
Activities	D- Feedback	
	 Play the Card Snap Game in-group. What are you doing? Put the sentence in order (reading/he/a/is/book/.) 	
me assignment	workbook page () exercise ()	
ine dasagiiineiii	27-37 10 10 15 25 25-41 24	

у	class period	Learning Objectives			
-/	5/1 period	The student will be able to:			
	5/2	To tell if the words start with t or d			
	5/3	To say two words that begin with t or d			
	5/4	To name objects			
	5/5				
	5/6				
achin	g Strategies	Steps to follow			
Pair work		A-Warming up and revision			
Work	group	Warm up:			
Probl	lem solving	Play a game with the student.			
Brain storming		Check the homework and answer the questions.			
Role play		Do physical exercise.			
Discu	ussion				
Indu	ctive				
Co-o	perative learning				
-	overy	B- Presentation			
	S. (1900-1904) (1904)				
cours	ses needed	The students are going to learn			
Student book Work book Teacher's guide		New vocabulary Tiger- tomato-telephone-door-doll-duck			
				X-14-7	C- Practice
			aching aids Board		Page26: 1- I ask the students to open their books and play the CD twice. I ask them to listen carefully. They read and say it one by one and then chorally.
Drawing Cards Real objects					
		Data show			
		Interactive CD		I play the CD twice.	
men	JCIIVE CD	I ask the students to say the words then they number the pictures.			
aluati	ion Tools	They write the missing letters to complete the words.			
Oral Tests		Page 27:			
Written Tests		3- play the CD twice			
15	ervation	I ask the students to name the pictures.			
Objetvanon		I ask them to touch the pictures that I say it one by one.			
Discu	ussion	I do it again with other pictures. I'll be sure that they say the words correctly.			
Exerc	ise				
Activ	ities	D. Foodback			
ACIIV	mes	D- Feedback 1. Say if these words start with t or d (dog-tea-tiger-doll)			
		2. Write two words that start with t and d.			
		3. Name this animal eg bnvvvbn fxazxfl.			
ome o	assignment	workbook page () exercise ()			