

INTRODUCTION

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CLASSROOM ENGLISH

LISTEN AND POINT

Learning Objectives

The student will be able to:

1. To identify [Welcome].
2. To give commands.
3. To respond to commands.

Teaching Strategies

- Pair work
- Work group
- Problem solving
- Brain storming
- Role play
- Discussion
- Inductive
- Co-operative learning
- Discovery

Recourses needed

- Student book
- Work book
- Teacher's guide

Teaching aids

- Board
- Drawing
- Cards
- Real objects
- Data show
- Interactive CD

Evaluation Tools

- Oral Tests
- Written Tests
- Observation
- Discussion
- Exercise
- Activities

Home assignment

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

C- Practice

- I greet the students and say "welcome".
- I write the date and the title on the board.
- I introduce myself to the class and encourage them to do the same.

❖ Page 2 and 3:

1 listen and point.

- I ask them to greet each other and say "welcome".
- I ask the students to listen and then play the CD twice.
- I read the sentences twice.
- I ask the students to look at the activity1 in the book.
- I practice the commands with each other.
- I give commands to the students and they do it.
- I ask the students to give each other commands and respond with action.
- I ask the students to do the tasks.

I check their answer and correct their mistakes.

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

workbook page () exercise ()

Teacher

Principal

Supervisor

M1/ FEELINGS

TALK TIME

| day | class | period |
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Learning Objectives

The student will be able to:

- To ask; "How are you?"
- To greet their teacher
- To say, "I'm first, second,"

Teaching Strategies

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

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.

Recourses needed

| |
|-----------------|
| Student book |
| Work book |
| Teacher's guide |

B- Presentation

The students are going to learn...

New vocabulary

Great – fine- thanks- meet- first- second- third- fourth- fifth

Teaching aids

| |
|----------------|
| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

C- Practice

1 -

- I play the CD and listen to a short simple dialogue.
- I ask the students : "How are you?"
- Get the students to respond.
- I ask the students to open their books and play the CD twice.
- I walk around the class to make sure that the students are finding the correct pictures.

2 -

- I ask the students to play the dialogue in pairs, then play the CD twice.

3-

- I write the dialogue on the board, and ask students to act out the talk in pairs.

4-

- I ask the students to stand in a line.
- I ask the students to listen, then play the CD twice.
- I write the new words on the board.
- They read them, and say "I'm first, second,"

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

D- Feedback

- "How are you?"
- Greet your teacher.
- Complete: "I'm"

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

| day | class | period |
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Learning Objectives

- 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,"

Teaching Strategies

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

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.

Recourses needed

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|-----------------|
| Student book |
| Work book |
| Teacher's guide |

B- Presentation

Teaching aids

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|----------------|
| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

C- Practice

- I greet the students and ask one of them, "How are you?" and get the answer.
 - I write the date and the title on the board.
 - I check the homework.
- ❖ Page 6:
- 1-
 - I ask the students to listen, then play the CD.
 - I ask the students to chant the song chorally.
 - 2-
 - I play the CD twice, and ask students to listen carefully to notice the sounds.
 - They match the words with the correct pictures.
- ❖ Page 7:
- 3-
 - 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.

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

D- Feedback

1. Chant the if you're happy and you know it chant on P.6 in pairs.
2. Play the confusion game in pairs.
3. Is [H] the sixth letter of the alphabet?

Home assignment

workbook page () exercise ()

| day | class | period |
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Learning Objectives

The student will be able to:

- To ask: "What's the matter?"
- To act out three feelings
- To answer, "This is....."

Teaching Strategies

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

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.

Recourses needed

| |
|-----------------|
| Student book |
| Work book |
| Teacher's guide |

B- Presentation

Teaching aids

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|----------------|
| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

C- Practice

- I greet the students.
 - I revise the previous lesson and check the homework.
 - I write the date and the title on the board.
- ❖ **Page 8:**
- 1-
- I hold up the Student's Book, point to the pictures and ask them to read loudly.
 - I play the CD twice.
- 2,3-
- I play the CD twice.
 - I ask the students to listen and act.
 - 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.
- ❖ **Page 9:**
- 4-
- I ask one student to be the leader.
 - I ask the rest to do the same action as the leader.
 - They do the different feelings.

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

D- Feedback

- "What's the matter?"
- Act out that you are hungry.
- Say your feeling: I'm...

Home assignment

workbook page () exercise ()

| day | class | period |
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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

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

Ink-iron- pin- pine- time

C- Practice

1-

- I ask the students to open their books and play the CD twice.
- I ask the students to repeat after me.
- They point to the right pictures and words.

2-

- I play the CD twice, and write the words on the board.
- 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.

3-

- I play the CD twice and ask them to say the words. Ask them to match the pictures while they are listening to the words.
- I go around the class to make sure that they are matching the correct pictures.

❖ Page 11:

4-

- I play the CD twice, and ask the students to mime and say in pairs.
- The students mime other sounds.

D- Feedback

- Look at P.10 and point to the right pictures and words.
- Practice the sounds /a/ and /i/.

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

Recourses needed

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|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

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| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

| day | class | period |
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Teaching Strategies

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| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

Recourses needed

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|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

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| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

Home assignment

Learning Objectives

The student will be able to:

- To ask, "Whose...is this?"
- To reply, "it's mine"
- To meet someone and say, "I like your...."

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

Hat- mine- thank -welcome -whose -who-what-white

C- Practice

1 -

- I play the CD and listen to a short simple dialogue.
- I ask the students: "Whose book is this?"
- I ask the students to open their books and I play the CD twice.

2 -

- I ask the students to act out the dialogue in pairs.

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.
- I go around the class to check that they number the pictures correctly.

❖ Page 13:

4-

- I explain the task.

Grammar Toolbox

It's my hat. → It's mine.

It's not my hat. → It's not mine.

- I ask them to ask and answer about their belongings in pairs.

D- Feedback

- Complete:.....car is this? - "it's mine"
- Answer, "Whose book is this?"
- Put on order: hat/like/your/i

workbook page () exercise ()

| day | class | period |
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Learning Objectives

- The student will be able to:*
- To chant the Who is wearing green? Chant
 - To say three colors that they are wearing

Teaching Strategies

- Pair work
- Work group
- Problem solving
- Brain storming
- Role play
- Discussion
- Inductive
- Co-operative learning
- Discovery

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.

Recourses needed

- Student book
- Work book
- Teacher's guide

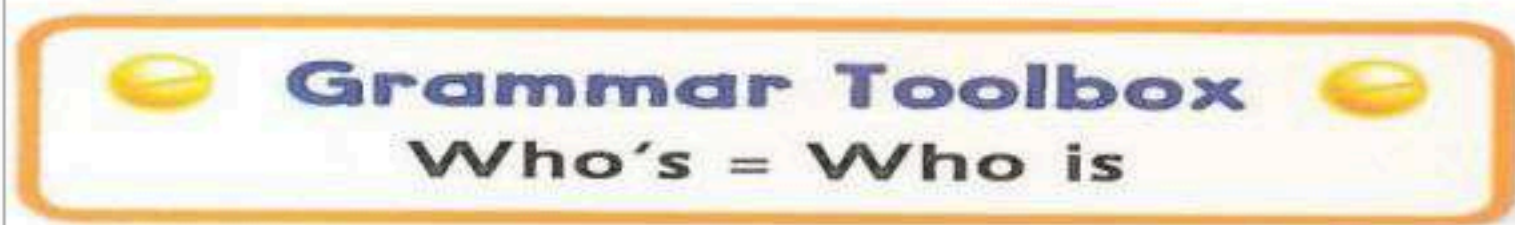
B- Presentation

Teaching aids

- Board
- Drawing
- Cards
- Real objects
- Data show
- Interactive CD

C- Practice

- ❖ **Page 14:**
 - 1-
 - I ask the students to listen, then play the CD.
 - I ask the students to chant the song chorally.
- 2-
- I play the CD twice, and ask the students to listen carefully to notice the sounds.
- They write the missing letters.
- ❖ **Page 15:**
 - 3-



Evaluation Tools

- Oral Tests
- Written Tests
- Observation
- Discussion
- Exercise

- I explain the task.
- I ask them to play the colors the classmates are wearing
- EX:**
 - Who's wearing green today?
- I ask them to play one by one.

Activities

D- Feedback

1. Chant the Who is wearing green? Chant chorally.
2. Write three colors that they are wearing.

Home assignment

workbook page () exercise ()

| day | class | period |
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Learning Objectives

- The student will be able to:*
- To say the names of five things that they can wear
 - To name two things he/she wearing, saying, "I'm wearing.... and.....today."

Teaching Strategies

- Pair work
- Work group
- Problem solving
- Brain storming
- Role play
- Discussion
- Inductive
- Co-operative learning
- Discovery

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.

Recourses needed

- Student book
- Work book
- Teacher's guide

B- Presentation

The students are going to learn...

New vocabulary
Sunglasses- T-shirt- a jacket-blouse- sweater- skirt- jeans- shoes

Teaching aids

- Board
- Drawing
- Cards
- Real objects
- Data show
- Interactive CD

C- Practice

- ❖ **Page 16:**
- I write the new vocabulary on the board.
 - I hold up the Student's Book, point to the picture and ask them to read loudly.
 - I play the CD twice.
 - I hold up the flashcards of clothes. They point and say the words.

Evaluation Tools

- Oral Tests
- Written Tests
- Observation
- Discussion
- Exercise
- Activities

- I say the chant, ask them to repeat after me.
 - I ask them to say the chant chorally.

- ❖ **Page 17:**
- I ask students to name the pictures.
 - I ask them one by one to touch the pictures that I say it.
 - Do it again with other pictures.

D- Feedback

- I write the names of five things that you can wear.
- " I'm wearing.....today

Home assignment

workbook page () exercise ()

| day | class | period |
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Teaching Strategies

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

Recourses needed

| |
|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

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| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

Evaluation Tools

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| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

Home assignment

Learning Objectives

The student will be able to:

- To tell if the words start with p or b
- To say two words that begin with p and b
- To play Does it move? in group

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

C- Practice

❖ **Page 18:**

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.

2-

- I play the CD twice.
- I ask the students to say the words then they match the words with the correct pictures.
- They write the missing letters to complete the sentence.

❖ **Page 19:**

3-

I play the CD twice
I ask them to repeat.
Then, I give everyone a tissue to hold it in front of his/her mouth to say the words.
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.
- Play Does it move? In group

workbook page () exercise ()

Teacher

Principal

Supervisor

M3/ Things we do

Talk Time

| day | class | period |
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Learning Objectives

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

Teaching Strategies

| |
|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

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

Recourses needed

| |
|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

| |
|----------------|
| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

C- Practice

❖ Page 20:

1-

I play the CD twice, and ask students to listen carefully.
I ask the students to read the conversation.

2-

They act out the conversation in pairs.
I ask them to change the verb as: reading a book, listening to music,etc.

3-

I play the CD twice, and ask them to say the words.
I ask them to match the pictures.
They complete the missing letters to make correct sentence.

❖ Page 21:

4-

I play the CD, and ask the students to listen carefully.
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.

Evaluation Tools

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| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| 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)

Home assignment

workbook page () exercise ()

Teacher

Principal

Supervisor

| day | class | period |
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Teaching Strategies

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

Recourses needed

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|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

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| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

Home assignment

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

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
Karate-football

C- Practice

❖ **Page 22:**

1-

- I ask the students to listen, then play the CD.
- I write the new vocabulary on the board and ask them to read it loudly.
- I ask the students to chant the song chorally.

2-

- I play the CD twice.
- I ask the students to read the song loudly.

❖ **Page 23:**

3-

- 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.

D- Feedback

1. Chant the What are you doing? Chant chorally.
2. Play the True or False Action Game in pairs.

workbook page () exercise ()

| day | class | period |
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Teaching Strategies

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|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

Recourses needed

| |
|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

| |
|----------------|
| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

Evaluation Tools

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|---------------|
| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

Home assignment

Learning Objectives

The student will be able to:

1. To play the Card Snap Game with friends
2. To say two things when asked "What are you doing?"
3. To put the sentences in order

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

Computer games- gring-ring-rink-wink-giwn- wing-speak-peaking

C- Practice

❖ **Page 24:**

- 1-
 - I explain the task. I play the CD twice and ask students to listen.
 - I write the new vocabulary on the board.
 - I ask them to point to the actions on the book.
 - I go around the class to check that they find the correct exercise.

2-

- I play the CD twice, and ask the students to listen carefully.
- They say the words, then to read and circle.

❖ **Page25:**

3-

- I play the CD twice.
- I ask the student to hit the card when the I say the sentence.
- I check that students have understood what's required.

D- Feedback

1. Play the Card Snap Game in-group.
2. What are you doing?
3. Put the sentence in order (reading/he/a/is/book/.)

workbook page () exercise ()

| day | class | period |
|-----|-------|--------|
| | 5/1 | |
| | 5/2 | |
| | 5/3 | |
| | 5/4 | |
| | 5/5 | |
| | 5/6 | |

Learning Objectives

The student will be able to:

- To tell if the words start with t or d
- To say two words that begin with t or d
- To name objects

Teaching Strategies

| |
|-----------------------|
| Pair work |
| Work group |
| Problem solving |
| Brain storming |
| Role play |
| Discussion |
| Inductive |
| Co-operative learning |
| Discovery |

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

Tiger- tomato-telephone-door-doll-duck

Recourses needed

| |
|-----------------|
| Student book |
| Work book |
| Teacher's guide |

Teaching aids

| |
|----------------|
| Board |
| Drawing |
| Cards |
| Real objects |
| Data show |
| Interactive CD |

C- Practice

❖ 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.
- 2- I play the CD twice. I ask the students to say the words then they number the pictures. They write the missing letters to complete the words.

❖ Page 27:

- 3- play the CD twice I ask the students to name the pictures. I ask them to touch the pictures that I say it one by one. I do it again with other pictures.
- I'll be sure that they say the words correctly.

Evaluation Tools

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| Oral Tests |
| Written Tests |
| Observation |
| Discussion |
| Exercise |
| Activities |

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 bnvvbn fxazxl .

Home assignment

workbook page () exercise ()