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اشترك معنا ليصلك كل جديد:



INTRODUCTION			CLASSROOM ENGLISH	LISTEN AND POINT
<b>day</b>	<b>class</b>	<b>period</b>	<b>Learning Objectives</b>	
			<p><i>The student will be able to:</i></p> <ol style="list-style-type: none"> <li>To identify [Welcome].</li> <li>To give commands.</li> <li>To respond to commands.</li> </ol>	
<b>Teaching Strategies</b>			<b>Steps to follow</b>	
	Pair work		<b>A-Warming up and revision</b>	
	Work group		<b>Warm up:</b>	
	Problem solving		<ul style="list-style-type: none"> <li>-- Play a game with the student.</li> <li>-- Check the homework and answer the questions.</li> <li>-- Do physical exercise.</li> </ul>	
	Brain storming		<b>B- Presentation</b>	
	Role play			
	Discussion			
	Inductive			
	Co-operative learning			
	Discovery			
<b>Recourses needed</b>			<b>C- Practice</b>	
	Student book		<ul style="list-style-type: none"> <li>I greet the students and say "welcome".</li> <li>I write the date and the title on the board.</li> <li>I introduce myself to the class and encourage them to do the same.</li> </ul>	
	Work book		<p>❖ <b>Page 2 and 3:</b></p> <p><b>1 listen and point.</b></p> <ul style="list-style-type: none"> <li>I ask them to greet each other and say "welcome".</li> <li>I ask the students to listen and then play the CD twice.</li> <li>I read the sentences twice.</li> <li>I ask the students to look at the activity1 in the book.</li> <li>I practice the commands with each other.</li> <li>I give commands to the students and they do it.</li> <li>I ask the students to give each other commands and respond with action.</li> <li>I ask the students to do the tasks.</li> </ul>	
	Teacher's guide		I check their answer and correct their mistakes.	
<b>Teaching aids</b>			<b>D- Feedback</b>	
	Board		<ol style="list-style-type: none"> <li>Greet each other.</li> <li>Command your friend to open the door.</li> <li>Your friend opened the door as you said. What would you say to him</li> </ol>	
	Drawing			
	Cards			
	Real objects			
	Data show			
	Interactive CD			
<b>Evaluation Tools</b>				
	Oral Tests			
	Written Tests			
	Observation			
	Discussion			
	Exercise			
	Activities			
<b>Home assignment</b>			workbook page ( ) exercise ( )	

Teacher

Principal

Supervisor



# M1/ FEELINGS

TALK TIME

day	class	period

## 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

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

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

**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**

- 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**

- 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**

- 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

**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**

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**

- 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**

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

**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/.

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**

workbook page ( ) exercise ( )



day	class	period

**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**

**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

**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:**

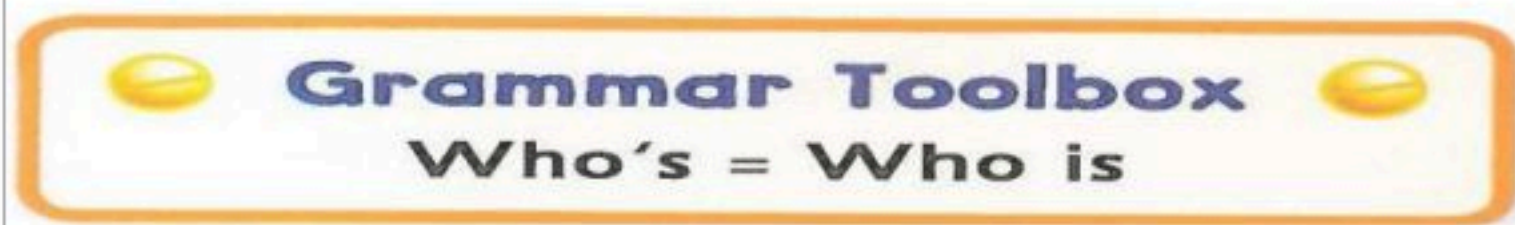
- 1-
- I ask the students to listen, then play the CD.
- I ask the students to chant the song chorally.

❖ **Page 15:**

- 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 ( )



## M2/ THINGS WE WEAR

## WORDS

day	class	period

### 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

### 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.... and.....today."

### 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

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

#### C- Practice

##### ❖ Page 16:

- 1-
  - 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.

2-

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

##### ❖ Page 17:

3-

- 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

workbook page ( ) exercise ( )

Teacher

Principal

Supervisor



day	class	period

**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**

**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

### 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

### 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

### 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 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.

#### 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)

workbook page ( ) exercise ( )

Teacher

Principal

Supervisor



day	class	period

**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****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 ( )

Teacher

Principal

Supervisor



day	class	period

**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**

**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

**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:**

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

❖ **Page 25:**

- 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**

- Play the Card Snap Game in-group.
- What are you doing?
- 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	

**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**

**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

**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

**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.

**D- Feedback**

- Say if these words start with t or d (dog-tea-tiger-doll)
- Write two words that start with t and d.
- Name this animal eg bnvvbn fxazxl .

workbook page ( ) exercise ( )