



**Kingdom Of Saudi Arabia Educating Management Of Area……………**

**Ministry Of Education School Name………………**

**Class \ 1ST Intermediate Studding Term\ First**

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| Weekly Class Schedule | | | | | | | |
| **Seventh** | **Sixth** | **Fifth** | **Fourth** | **Third** | **Second** | **First** | **Shares**  **Days** |
|  |  |  |  |  |  |  | **MON.** |
|  |  |  |  |  |  |  | **TUE** |
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Preparation Of

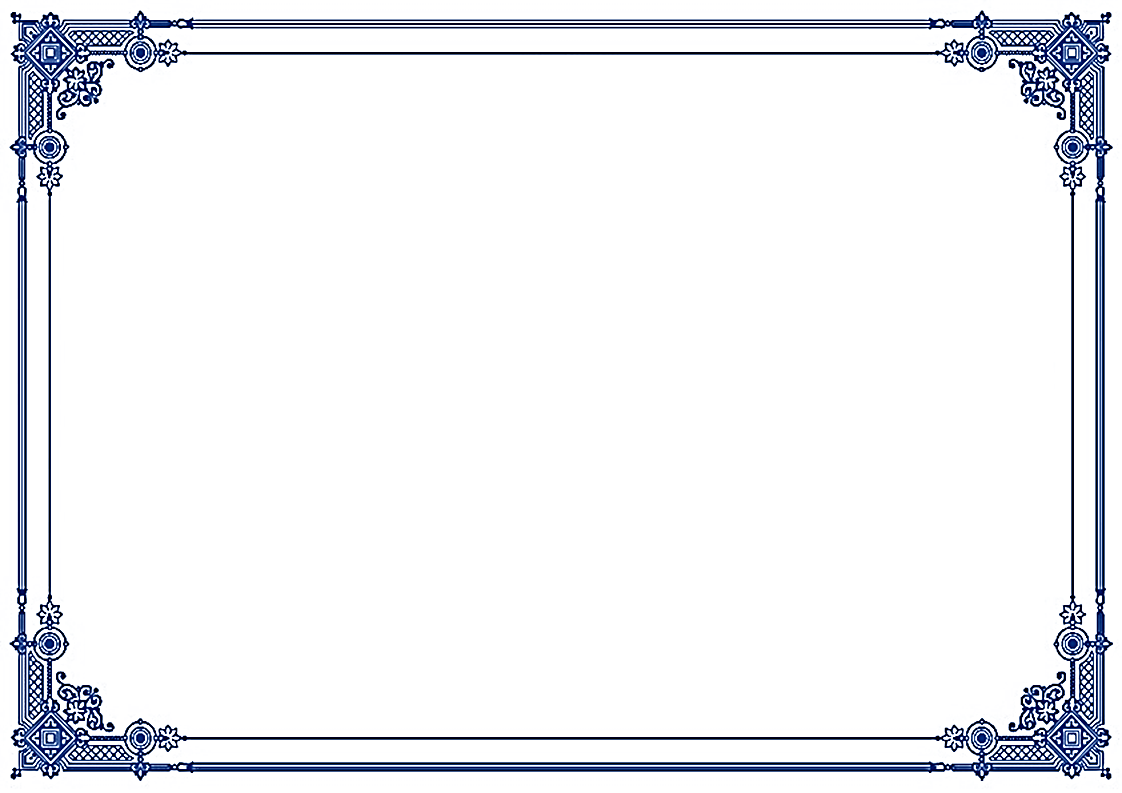
Full Blast (1)

Studding Year

1435 / 1436 H

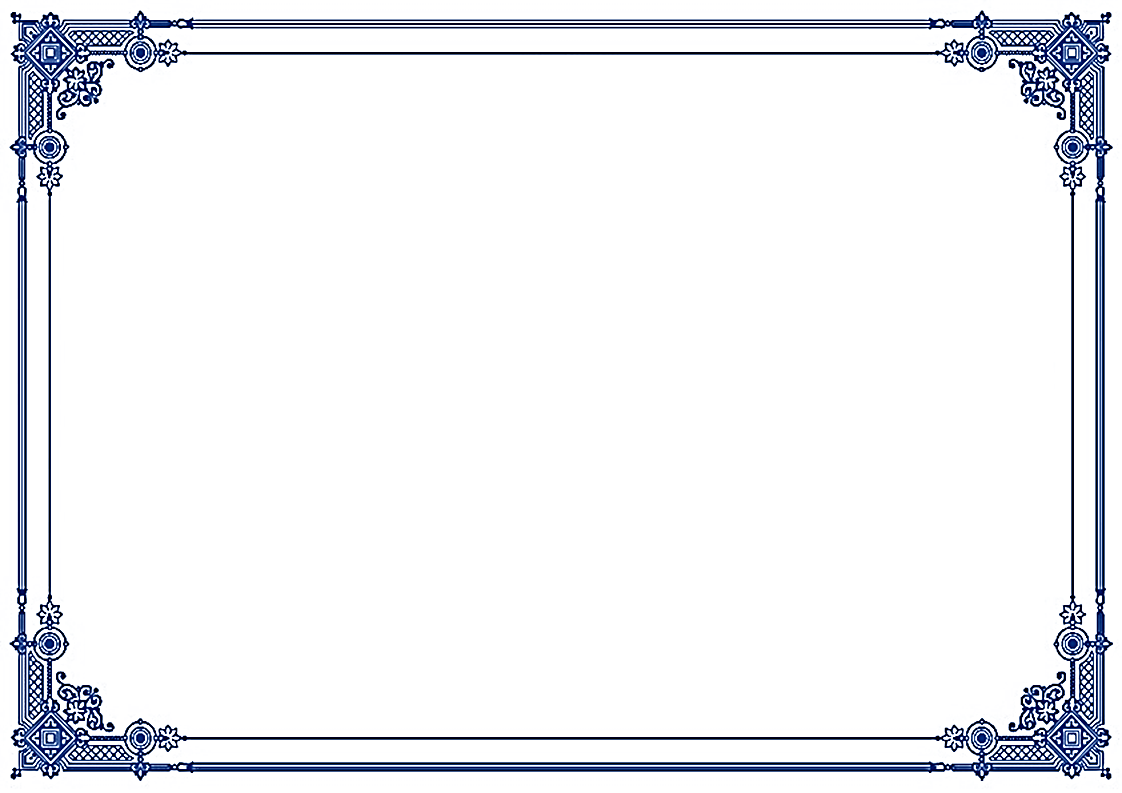
Subject Teacher the Principle

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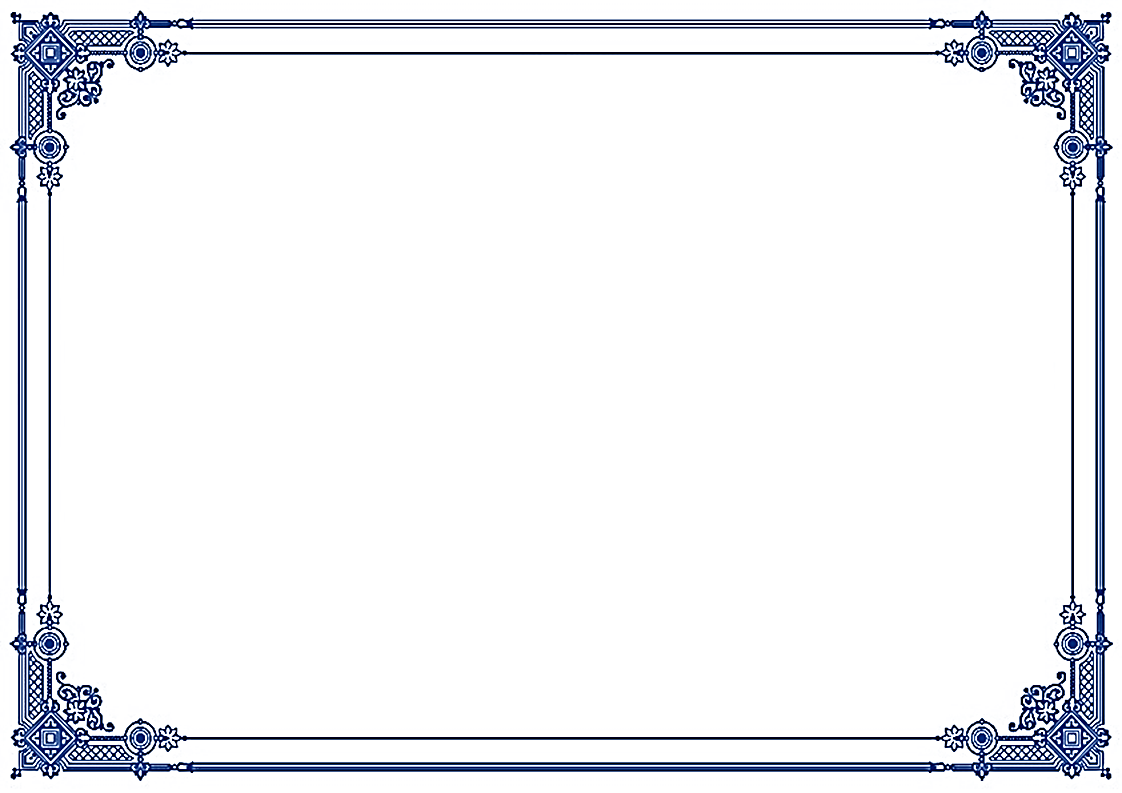
**General Objective of Teaching English in Intermediate Stage**

* + 1. **Learn the basics of the English language that would form the foundation for its mastery in the future.**
    2. **Use the basic structures of English sentences.**
    3. **Learn the core vocabulary assigned for this stage.**
    4. **Listen and understand simple English language.**
    5. **Express themselves orally using simple English language.**
    6. **Read and understand simple written English language materials.**
    7. **Write simple guided sentences in English language.**
    8. **Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
    9. **Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam**



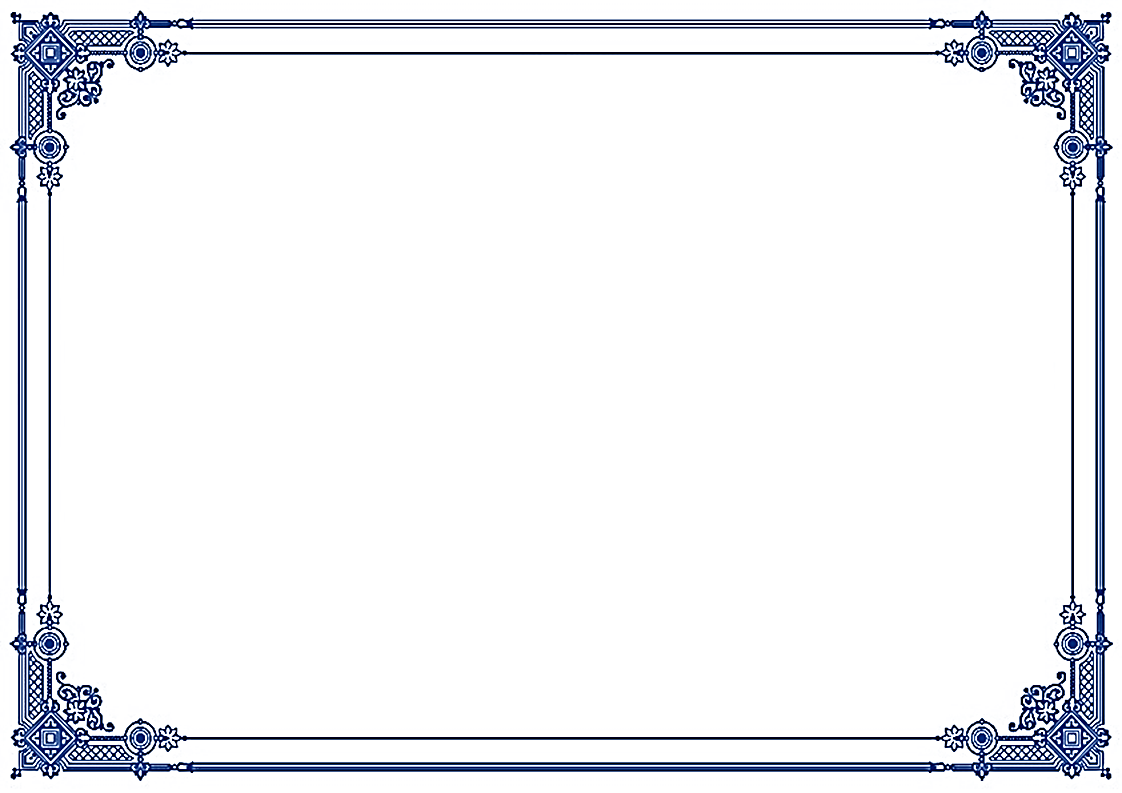
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| **Studding Year** | **Studding Term** | **Subject** | **Class** |
| **1435 / 1436 H** | **First** | **Full Blast 1** | **1st Intermediate** |

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| **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** | **WEAK** | **DATE** | **SUBJECT** |
| **1** | **25\11\1435**  **9\11\1435** | **Module 1**  **Who Are you** | **7** | **2\1\1436**  **6\1\1436** | **Module 2**  **All About me** | **13** | **17\2\1436**  **21\2\1436** | **Module 4**  **Where I Live** |
| **2** | **13\11\1435**  **17\11\1435** | **Module 1**  **Who Are you** | **8** | **9\1\1436**  **14\1\1436** | Reverse 2 | **14** | **24\2\1436**  **28\2\1436** | **Module 4**  **Where I Live** |
| **3** | **20\11\1435**  **24\11\1435** | **Module 1**  **Who Are you** | **9** | **17\1\1436**  **22\1\1436** | **Module 3**  **It's My Life!** | **15** | **1\3\1436**  **5\3\1436** | **Module 4**  **Where I Live** |
| **4** | **27\11\1435**  **2\12\1435** | Reverse 1 | **10** | **25\2\1436**  **29\2\1436** | **Module 3**  **It's My Life!** | **16** | **8\3\1436**  **12\3\1436** | Reverse 4 |
| **5** | **18\12\1435**  **22\12\1435** | **Module 2**  **All About me** | **11** | **3\2\1436**  **7\2\1436** | **Module 3**  **It's My Life!** | **17** | **15\3\1436**  **19\3\1436** | Final test |
| **6** | **25\12\1435**  **29\12\1435** | **Module 2**  **All About me** | **12** | **10\2\1436**  **14\2\1436** | Reverse 3 | **18** | **22\3\1436**  **26\3\1436** | Final test |

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**التقويم الدراسي   للعام 1435 / 1436 هـ**

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| **الموضـوع** | **الـتاريخ الهجـري** | **الـتاريخ الـميلادي** |
| **بداية الدراسة للفصل الدراسي الأول** | **الأحد 5 / 11 / 1435هـ** | **31/ 8 / 2014 م** |
| **إجازة اليوم الوطني** | **الثلاثاء 28/11/1435هـ** | **23/9/2014م** |
| **بداية إجازة عيد الأضحى** | **نهاية دوام الأحد 4/12/1435هـ** | **28/9/2014م** |
| **بداية الدراسة بعد أجازه عيد الأضحى** | **الأحد 18/ 12/1435هـ** | **12/ 10/ 2014 م** |
| **بداية اختبار الفصل الدراسي الأول** | **الأحد 13/3/ 1436هـ** | **4 / 1 / 2015 م** |
| **بداية إجازة منتصف العام** | **نهاية دوام يوم الخميس 24/3/1436هـ** | **15 / 1 / 2015 م** |
| **بداية الدراسة للفصل الدراسي الثاني** | **الأحد 5/ 4/ 1436هـ** | **25 / 1 / 2015 م** |
| **بداية إجازة منتصف الفصل الدراسي الثاني** | **نهاية دوام الخميس 28/ 5 / 1436هـ** | **19 / 3 / 2015 م** |
| **بداية الدراسة بعد إجازة منتصف الفصل الثاني** | **الأحد 9/6/1436هـ** | **29/3/2015م** |
| **بداية اختبارات الفصل الثاني** | **الأحد 9/8/1436هـ** | **24/5/2015م** |
| **بداية إجازة نهاية العام** | **نهاية دوام الخميس 17/8/1436هـ** | **4 / 6 / 2015 م** |
| **بداية العام الدراسي 1436/ 1437 هـ** | **الأحد 8/ 11 / 1436هـ** | **23 / 8 / 2015 م** |
| **عدد أسابيع الدراسة للفصل الدراسي الأول** | **(18) أسبوعاً + يوما واحدا (تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| **عدد أسابيع الدراسة للفصل الدراسي الثاني** | **(18) أسبوعاً (تشمل أسابيع الدراسة وأسبوعي الاختبارات)** | |
| **عدد أيام الدراسة الفعلية للفصلين** | **(181) يوماً (تشمل أيام الدراسة وأيام الاختبارات)** | |
| **عدد الإجازات أثناء العام الدراسي** | **(4)  إجازات** | |
| **عدد أيام إجازة عيد الأضحى** | **(12) يوماً** | |
| **عدد أيام إجازة منتصف العام الدراسي** | **(9)  أيام** | |
| **عدد أيام إجازة منتصف الفصل الثاني** | **(9)  أيام** | |



**مسرد تحضير مادة اللغة الإنجليزية**

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| **اليوم** | **التاريخ** | **الصف** | **الحصة** | **عنوان الدرس** | **التوقيع** |
| الأحد | / / 14هـ |  |  |  |  |
| الاثنين | / / 14هـ |  |  |  |  |
| الثلاثاء | / / 14هـ |  |  |  |  |
| الأربعاء | / / 14هـ |  |  |  |  |
| الخميس | / / 14هـ |  |  |  |  |

**The principal**

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**Teacher:**

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**Supervisor:**

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  and - Hello - Hi – surname - zero/one hundred  *Presentation:*  1A Play the CD and have Ss listen and follow in their books. Play the CD again. Ss repeat. B In pairs, Ss take turns to introduce themselves.  2A Play the CD and have Ss listen and follow in their books. Play the CD again. Ss repeat. Have Ss do the activity. Check Ss’ answers. B Choose a student and act out the dialogue. Get Ss to do the activity in pairs.  3A Play the CD and have Ss listen and follow in their books. Play the CD again. Ss repeat. B Choose a student and act out the dialogue. Get Ss to do the activity in pairs. C Read out the numbers 10-1000. Play the CD. Ss repeat. D Say: *I’m … years old.* Choose a student and ask: *How old are you?* Encourage him/her to answer. Get Ss to do the activity in pairs.  ***Discussion***  ***Brainstorm***  I ask students greet and introduce themselves to the class.  to greet and introduce oneself  to identify the letters of the alphabet  to spell words  to identify numbers 0-1000  to ask for and give personal information (phone number, age)   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Hello** | **Unit** |
|  |  |  |  |  | **Date** | **1** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What's your name?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  bin – classmate - pencil case – rubber – sharpener – grandparents - parents  *Presentation:*  4A Ask Ss to read through the words. Have Ss do the activity. Play the CD. Ss listen and check their answers. B, C, D Draw Ss’ attention to the grammar box and explain it. Have Ss do the activity. Play the CD. Ss listen and check their answers. 5 Point out to Ss the English-speaking countries, and the respective nationalities. Play the CD. Ss repeat. 6 Play the CD and have Ss follow in their books and repeat the words they hear. 7A Play the CD and have Ss number the phrases in the order they hear them. Check the answers with the class. Play the CD again. Ss repeat the phrases. B Play the CD and have Ss repeat. 8A Ask Ss to flick through the pages of *Hello* and find the splashes of colour. Have Ss do the activity. Play the CD and have Ss check their answers. B Choose a student and act out the dialogue. Get Ss to do the activity in pairs.  ***Discussion***  ***Brainstorm***  I ask students to ask and answer about colours.  to identify classroom objects  to present English-speaking countries and the respective nationalities  to present vocabulary related to family  to understand classroom language  to understand the imperative  to identify colours   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Hello** | **Unit** |
|  |  |  |  |  | **Date** | **2** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **How old are you?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  Brazilian – Chinese – Greek – Jordanian – Moroccan – Spanish - Egyptian  *Presentation:*  1 Have Ss do the activity. Play the CD and check the answers. Play the CD again. Ss repeat. 2A Play the CD and have Ss follow in their books. Ask Ss some comprehension questions. Choose Ss to act out the dialogues. B Ss read through the dialogues again and do the activity. Check the answers. 3 Choose a student and act out the dialogue. Ss do the activity in pairs. Choose Ss to act out the dialogue in class. 4 Explain the grammar to Ss. Ask Ss to read through the examples. Have Ss do the activity. Check the answers with the class. 5A Play the CD. Ss listen for the difference in pronunciation. B Play the CD. Ss repeat each word and tick the sound they hear. Check the answers. 6 Choose a student and act out the dialogue. Get Ss to do the activity in pairs.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue in class.  to introduce oneself and others  to greet each other  to ask for and give personal information (name, nationality, age)  to ask and make sentences using verb to *be*  to use possessive adjectives  to ask and answer questions using *Where*   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Who are you?** | **Unit 1** |
|  |  |  |  |  | **Date** | **1a Where are you from?** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Where are you from?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  delivery person – housewife – waiter – secretary – pizza - restaurant  *Presentation:*  1 Play the CD and have Ss repeat the words they hear.  2A Play the CD and have Ss follow in their books. Ask Ss to read and underline all the jobs in the text. Ask Ss some comprehension questions. B Ask Ss to read through the text again and do the activity. Check the answers. Choose some Ss to read the text.  3 Explain the grammar to Ss. Ask Ss to read through the examples. Have Ss do the activity. Check the answers with the class.  4 Ask Ss to read through the prompts and elicit examples of what they have to write about. Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to read out their sentences in front of the class.  to talk about occupations  to talk about family members  to ask and make sentences using verb to be  to use possessive adjectives   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Who are you?** | **Unit 1** |
|  |  |  |  |  | **Date** | **1b He's a chef** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **How old are you?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  clock - quarter to / past - half past - midday – midnight - noon - o’clock  *Presentation****:***  1A Refer Ss to the days of the week. Allow Ss some time to do the activity. Play the CD and have Ss check their answers. Play the CD again. Ss repeat. B Ask Ss to read through the times. Have Ss do the activity. Play the CD and have Ss listen and check their answers. C Ask Ss to read through the prompts. Have Ss do the activity. Play the CD and have Ss listen and check their answers. 2A Play the CD and have Ss follow in their books. Ask Ss some questions. Choose Ss to act out the dialogue. B Refer Ss to the box and have them do the activity. Check the answers with the class. 3 Play the CD. Ss choose their answers. Play the CD again. Ss check their answers. Check the answers. 4 Ask Ss to read through the speech bubble. Choose a student and act out the game. Get Ss to do the activity in pairs.  ***Discussion***  ***Brainstorm***  I ask students to play the guessing game in front of the class.  to tell the time  to talk about the days of the week  to greet each other   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Who are you?** | **Unit 1** |
|  |  |  |  |  | **Date** | **1c Day and night** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Is your parent a doctor?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  athlete - be crazy about – together – basketball – swimming - volleyball  *Presentation:*  1 Ask Ss to read through the words. Play the CD. Ss repeat.  2A Play the CD. Ss follow in their books. Ask Ss the question in the rubric. Ask Ss some comprehension questions. B Ask Ss to read through the sentences. Have Ss do the activity. Check the answers. Choose Ss to read the speech bubbles.  3 Ask Ss to read through the short dialogue. Refer Ss to the Grammar. Have Ss do the activity. Check the answers.  4 Play the CD. Ss listen to the speakers and choose their answer. Play the CD again. Ss check their answer.  5 Ask Ss to read through the speech bubble. In groups of four, Ss take turns to ask and answer questions about themselves and the other people in their group.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue in front of the class.  to talk about sports  to express preference  to ask and answer questions using *(What…? - Who…?)*   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Who are you?** | **Unit 1** |
|  |  |  |  |  | **Date** | **1d Get sporty!** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What day is it today?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  Islamic Studies – age – cool – Science – Geography - Mr / Mrs / Miss / Ms  *Presentation:*  1 Ask Ss to read through the school subjects. Play the CD. Ss repeat the school subjects. Ask Ss the question in the rubric. Elicit answers. 2A Ask Ss to read through the speech bubble. In groups of four, Ss ask and answer questions about the school subjects they are good at. B Ask Ss to read through the speech bubble. Choose a student from each group to report the results to the class. 3 Play the CD. Ss do the activity. Check the answers with the class. 4A Ask Ss to read the paragraph. Have Ss do the activity. Check the answers. Ask Ss some comprehension questions. B Ask Ss to read through the questions in the speech bubble. In pairs, Ss take turns to ask and answer the questions. C Ask Ss to read through the box. Have Ss do the activity. Check the answers with the class. D Read out the prompts. Choose Ss to answer orally. Allow Ss some time to write their paragraphs.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogues in class.  I ask students to read out their paragraphs to the class.  to talk about school subjects  to talk about what one is good at  to express preference   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Who are you?** | **Unit 1** |
|  |  |  |  |  | **Date** | **1e I'm a student** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What's your favourite sport?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Presentation:*  Tell Ss to read each question carefully and then choose the answer which they think is the correct one. Allow Ss some time to do the quiz and then refer them to the bottom of the page where the correct answers are given. Initiate a short discussion about how many questions they answered correctly, which questions were the most difficult to answer, if they have learnt any new facts, etc.  ***Discussion***  ***Brainstorm***  I ask students to check their answers with the class.  to introduce Ss to various facts related to the countries of the English-speaking world   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Who are you?** | **Unit 1** |
|  |  |  |  |  | **Date** | **Cross-curricular page** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Where are you from?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  game console - mobile phone – modern - rollerblades - skateboard - watch  *Presentation:*  1 Ask Ss to read the words. Play the CD and have Ss repeat the words.  2A Play the CD and have Ss follow in their books. Ask Ss some comprehension questions. B Have Ss do the activity. Check the answers with the class.  3 Ask Ss to read through the grammar box and explain the grammar. Have Ss do the activity. Check the answers with the class.  4 Play the CD. Have Ss tick the objects. Check the answers with the class.  5 Ask Ss to go to page 68. Choose a student and act out the memory game. Get Ss to play the memory game in pairs.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue in front of the class.  I ask students to play the memory game in class.  to talk about personal items  to ask and answer questions using *have got*   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **All about me** | **Unit 2** |
|  |  |  |  |  | **Date** | **2a My things** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Have you got a brother?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  abaya - belt - scarf - hoody – leggings -thobe - trainers – colourful – trendy - wardrobe  *Presentation:*  1 Play the CD. Ss repeat the words. Ask Ss the question in the rubric and elicit answers. 2A Ask Ss the question in the rubric. Elicit answers. Play the CD and have Ss follow in their books. Ask Ss some comprehension questions. B Have Ss read the text again and do the activity. Check the answers. Choose Ss to read the magazine article. 3 Ask Ss to read through the tables. Explain the Grammar. Have Ss do the activity. Check the answers with the class. 4 Play the CD and tell Ss to listen for the difference in pronunciation between the words. Play the CD. Ss repeat each word and tick the sound they hear. Check the answers with the class. 5 Play the CD. Ss choose their answers. Check the answers with the class. 6 Explain the activity. Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to read out their sentences to the class.  to talk about clothes and accessories  to use *these / those*  to form plurals ( regular – irregular )   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **All about me** | **Unit 2** |
|  |  |  |  |  | **Date** | **2b My clothes** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Have you got a jacket?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  parrot - rabbit - snake - spider – wing - Come on - Of course not  *Presentation:*  1 Play the CD and have Ss repeat the words they hear. Explain the NOTE. Ask Ss to form the plural of all the words.  2A Play the CD and have Ss follow in their books. Ask Ss some comprehension questions. Choose Ss to act out the dialogue. B Have Ss read the dialogue again and do the activity. Check the answers with the class.  3 Ask Ss to read through the examples in the grammar box. Explain the grammar. Have Ss do the activity. Check the answers with the class.  4 Ask Ss to read through the speech bubble. Choose a student and play the guessing game. Get Ss to do the activity in groups.  5 Explain the activity. Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue in front of the class.  I ask students to play the guessing game in class.  I ask students to read out their sentences to the class.  to express possession  to describe pets  to use the possessive case – *Whose...?*   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **All about me** | **Unit 2** |
|  |  |  |  |  | **Date** | **2c My pet** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Have you got a cat?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  competition – fantastic – skateboard – talent - graphic designer – winner - speak a language  *Presentation:*  1 Ask Ss to read through the words/phrases underneath the pictures. Play the CD and. Ss number the pictures. Play the CD again. Ss repeat. 2A Play the CD. Ss follow in their books. Ask Ss the question in the rubric. B Have Ss read the speech bubbles again and do the activity. Check the answers. 3 Ask Ss to read through the table. Explain the grammar. Have Ss do the activity. Check the answers. 4A Ask Ss to read through the speech bubble. Choose a student and act out the dialogue. Get Ss to do the activity in groups. B Ask Ss to read through the speech bubble. Have Ss report their group’s answers to the class. 5 Explain the activity. Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to read the speech bubbles to the class.  I ask students to ask and answer questions in class.  I ask students to report their group’s answers to the class.  I ask students to read out their sentences.  to talk about one’s talents and abilities  to ask and answer questions using *can*   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **All about me** | **Unit 2** |
|  |  |  |  |  | **Date** | **2d You are an artist!** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Do you have a pet?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary****:***  chubby - dark - fair hair - long - old – short - slim - tall - young  *Presentation****:***  1 Ask Ss to read through the phrases underneath the pictures. Allow Ss some time to match the pictures. Play the CD and have Ss check their answers. Check the answers. Play the CD again. Ss repeat. 2A Explain the TIP. Ask Ss to describe the girls. B Play the CD. Ss do the activity. Check the answer . 3 Choose a student and play the guessing game. Get Ss to do the activity in pairs. 4A Ask Ss to read through the description. Have Ss do the activity. Check the answers. B Choose a student and act out the dialogue. Get Ss to do the activity in pairs. C Ask Ss to read through the box. Have Ss do the activity. Check the answers. D Read out the prompts. Ask different Ss to answer orally. Explain the TIP. Allow Ss some time to write their paragraphs.  ***Discussion***  ***Brainstorm***  I ask students to play the guessing game in class.  I ask students to act out the dialogue in class.  I ask students to read their paragraphs to the class.  to describe people’s appearance  to describe one’s best friend   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **All about me** | **Unit 2** |
|  |  |  |  |  | **Date** | **2e My best friend** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Can you draw well?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Presentation:*  A Ask Ss to look through the page and tell you what it is about. Ask Ss if they know anything about these birds. Elicit answers. Ask Ss to read the texts and allow them some time to do the matching activity. Play the CD and have Ss follow in their books and check their answers. Ask Ss some comprehension questions.  B Have Ss do the activity. Check the answers with the class.  ***Discussion***  ***Brainstorm***  I ask students to talk about the birds in front of the class.  to learn about some interesting birds   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **All about me** | **Unit 2** |
|  |  |  |  |  | **Date** | **Cross-curricular page** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Who's your best friend?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  brush my teeth - do my homework - get dressed - weekday - weekend - art gallery  *Presentation:*  1 Ask Ss to look at the pictures and read the words. Play the CD. Ss repeat. 2A Ask Ss the question in the rubric. Elicit answers. Ask Ss some comprehension questions. B Have Ss read the text again and do the activity. Check the answers. 3 Ask Ss to read through the tables. Explain the Grammar. Have Ss do the activity. Check the answers with the class. 4A Play the CD. Ss repeat. Have them listen for the difference in pronunciation between words. B Ask Ss to say the words and decide in which category they belong. Play the CD and have Ss listen and check their answers. 5 Ask Ss to read through the speech bubble. Choose a student and act out the dialogue. Ss do the activity in pairs. 6 Explain the activity. Allow Ss some time to write their own sentences.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue in class.  I ask students to read out their sentences.  to talk about one’s daily routine  to make sentences in the present simple (affirmative)  to use prepositions of time   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **It's my life!** | **Unit 3** |
|  |  |  |  |  | **Date** | **3a Day in day out** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What's your daily routine like?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  do athletics - do gymnastics - go mountain biking - go skiing - baseball - golf - table tennis  *Presentation:*  1 56Ask Ss to read through the list of collocations and match them with the pictures. Play the CD and have Ss check their answers. Play the CD. Ss repeat.2A Play the CD and have Ss follow in their books. Ask Ss some comprehension questions. Choose Ss to act out the dialogue. B Have Ss do the activity. Check the answers.3 Ask Ss to read through the table. Explain the grammar. Have Ss do the activity. Check the answers.4 Ask Ss to read through the sentences. Play the CD. Ss choose their answers. Check the answers.5A Explain the activity. Ss draw the face next to each sport. B Draw Ss’ attention to the speech bubble. Choose a student and act out the dialogue. Ss do the activity in pairs.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogues in front of the class.  to give an opinion about sports  to use the present simple (negative – questions)   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **It's my life!** | **Unit 3** |
|  |  |  |  |  | **Date** | **3b do you like sports?** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **When do you get up?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  go bowling - hang out with friends - play board games - surf the Net -documentaries  *Presentation:*  1 Ask Ss to read through the phrases underneath each picture. Play the CD. Ss repeat each phrase. 2A Ss read through the survey form. Have Ss do the activity. Check the answers with the class. B Choose a student and act out the dialogue. Get Ss to do the activity in pairs. 3 Ask Ss to read through the examples. Explain the grammar. Have Ss do the activity. Check the answers with the class. 4A Have Ss complete the weekly schedule with their daily free-time activities. Ask Ss to read through the speech bubble. Choose a student and act out the dialogue. Get Ss to do the activity in pairs. B. Ask Ss to read through the speech bubble. Have Ss report their partner’s answers to the class. 5 Ss use the information they wrote in the weekly schedule. Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to act out the survey in class.  I ask students to act out the dialogue in class.  I ask students report their partner’s answers to the class.  I ask students to read out their sentences to the class.  to talk about free-time activities  to ask Wh-questions in the present simple   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **It's my life!** | **Unit 3** |
|  |  |  |  |  | **Date** | **3c Time out** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What do you do when you need some time out?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  argue - be a mess - believe - busy - don’t mind- flat - help (out) - lazy - want to  *Presentation:*  1 Ask Ss to read through the list of household chores. Allow Ss some time to do the activity. Play the CD. Ss check their answers. Play the CD again. Ss repeat. 2A Ss look at the two pictures. Ask them the question in the rubric. Elicit answers. Play the CD. Ss follow in their books and check their predictions. Check the answers with the class. B Have Ss do the activity. Check the answers with the class. 3 Read out the rules and explain the grammar. Have Ss do the activity. Check the answers with the class. 4 Draw Ss’ attention to the table. Play the CD and have Ss do the activity. Play the CD again. Ss check their answers. Check the answers with the class. 5 Ask Ss to read through the speech bubble. Choose a student and act out the dialogue. Get Ss to do the activity in pairs. 6 Explain the activity to the class. Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to read the text aloud to the class.  I ask students to come up with sentences using adverbs of frequency.  I ask students to act out the dialogue in class.  I ask students to read out their sentences.    to talk about chores and how often one does them  to use adverbs of frequency   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **It's my life!** | **Unit 3** |
|  |  |  |  |  | **Date** | **3d Around the house** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What time do you go to bed?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  *Vocabulary:*  collect coins/comics/stamps - do arts and crafts - do karate - go rollerblading  *Presentation:*  1 Ask Ss to read through the words/phrases under the pictures. Play the CD. Ss repeat. Ask Ss the question in the rubric. Elicit answers.  2 Ask Ss to read through the sentences 1-5. Play the CD. Check the answers with the class. 3A Ask Ss to read through the paragraph. Have Ss do the activity. Check the answers with the class. Get Ss to do the activity in pairs. B Ask Ss to complete the table. Choose a student and act out the dialogue. Get Ss to do the activity in pairs. C Have Ss do the activity. Check the answers with the class. D Explain the TIP. Allow Ss some time to write their paragraphs. Choose some Ss to read out their paragraphs.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogues in class.  to talk about one’s favourite day  to use collocations related to hobbies   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **It's my life!** | **Unit 3** |
|  |  |  |  |  | **Date** | **3e My favourite day** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Who lives in a flat?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  ***Vocabulary***  balcony - basement - bathroom – bedroom – downstairs - garage - garden - kitchen - lift  ***Presentation***  1A Ask Ss to tell you the names of the rooms they know in English. Ask Ss to read through the words. Play the CD and get Ss to repeat what they hear. B Play the CD and get Ss to repeat. 2A Ask Ss to look at the buildings in the pictures. Ask Ss to tell you what the title implies. Ask Ss the question in the rubric. Elicit answers. Play the CD and have Ss follow in their books and check their answers. B Have Ss do the activity. Check the answers with the class. 3 Explain the Grammar. Have Ss do the activity. Check the answers. 4 Choose a student and play the game. Get Ss to play the game in pairs. 5 Explain the activity. Allow Ss some time to write their descriptions.  ***Discussion***  ***Brainstorm***  I ask students to play the game in front of class.  I ask students to read out their descriptions.  to talk about the rooms of a house  to talk about famous sights and buildings  to use numbers over a hundred   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Where I live** | **Unit 4** |
|  |  |  |  |  | **Date** | **4a home sweet home** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **What do you do every day?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  ***Vocabulary***  armchair - bed - bookcase - coffee table – cooker - fridge - lamp - sofa - washing machine  ***Presentation***  1 Ask Ss to read through the words. Allow Ss time to match the words with the items in the three rooms. Play the CD and have Ss check their answers. Play the CD again. Ss repeat. 2 Explain the Grammar. Have Ss do the activity. Check the answers with the class. 3A Ask Ss the question in the rubric. Elicit answers. Play the CD and have Ss follow in their books and check their answers. B Have Ss do the activity. Check the answers with the class. 4 Ask Ss to read through the two sentences. Explain the grammar. Have Ss do the activity. Check the answers. 5 Ask Ss to read through the speech bubble. Choose a student and act out the dialogue. Get Ss to do the activity in pairs. 6 Explain the activity. Allow Ss some time to write their sentences. Choose some Ss to read out their sentences.  ***Discussion***  ***Brainstorm***  I ask students to come up with sentences using the prepositions of place and different objects in the classroom.  to talk about furniture and appliances  to talk about the location of objects  to use repositions of place  to use *a/an, the*   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Where I live** | **Unit 4** |
|  |  |  |  |  | **Date** | **4b Where is it?** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** | **Where is Al-Murabba Palace?** | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  ***Vocabulary***  bank - bookshop – library newsagent’s - post office - shopping centre - skatepark  ***Presentation***  1 Ask Ss to read through the words underneath the pictures. Play the CD. Ss number the pictures. Check the answers. Play the CD again. Ss can repeat.  2A Play the CD and have Ss follow in their books. Ask Ss some comprehension questions. BHave Ss do the activity. Check the answers with the class.  3 Ask Ss to read through the short dialogue. Explain the grammar. Have Ss do the activity. Check the answers with the class.  4 Explain the TIP. Choose a student and act out the dialogue. Get Ss to do the activity in pairs.  5 Play the CD twice. Check the answers with the class.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue.  to talk about one’s neighbourhood  to ask for and give or refuse permission  to make a request  to use object personal pronouns  to use the verb *can* (permission – requests)   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Where I live** | **Unit 4** |
|  |  |  |  |  | **Date** | **4c My neighbourhood** | **Lesson** |
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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  ***Vocabulary***  aquarium - begin - bring - climb - free – helmet - knee pads - leave - lecture  ***Presentation***  1 Choose Ss to read out the texts and sentences. Allow Ss some time to do the activity. Check the answers with the class. 2 Ask Ss to read through the table. Explain the grammar. Have Ss do the activity. Check the answers with the class. 3 Have Ss do the activity. Check the answers with the class. 4A Play the CD and ask Ss to identify the silent letters in the two words. Elicit the answers. B Ask Ss to read the words and underline the silent letters in them. Play the CD and have Ss check their answers. 5 Explain the TIP. Play the CD. Ss choose their answers. Play the CD again. Ss check their answers. Check the answers with the class. 6 Allow Ss some time to write their sentences.  ***Discussion***  ***Brainstorm***  I ask students to read their sentences to the class.  to understand signs and notes  to talk about rules  to use imperative (affirmative–negative)   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Where I live** | **Unit 4** |
|  |  |  |  |  | **Date** | **4d Places to visit** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |

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| *Studying Year :* | *Class :* | *Material :*  **معلم المادة :**  *Class :*  *Material :*  *Studying Year :*  **المشرف التربوي :**  **مدير المدرسة :**  **Teaching Aids**  ***Learning Strategy***  **EVALUATION**  **OBJECTIVES**  Blackboard  The textbook  Presentations  CD  Audio  ***Vocabulary***  address - cage – ground floor - I live at... – noisy - quite - road - street - view  ***Presentation***  1 Ask Ss to look at the numbers and tell you what they are used for*.* Ask Ss what they notice about the formation of ordinal numbers. Play the CD. Ss repeat. 2 Ask Ss to read through the questions and look at the pictures. Play the CD. Check the answers with the class. 3A Ask Ss to read through the description. Allow Ss some time to complete the notes. Check the answers with the class. B Allow Ss some time to complete the notes about their houses/flats. Get Ss to ask and answer questions about each other’s house/flat. C Have Ss do the activity. Check the answers with the class. D Explain the TIP. Allow Ss some time to write their descriptions.  ***Discussion***  ***Brainstorm***  I ask students to act out the dialogue.  I ask students to read out their descriptions.  to describe one’s house/flat  to use ordinals   |  |  | | --- | --- | |  | ***Homework: Do exercises on page*** | |

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| **WED.** | **TUE..** | **MON.** | **SUN.** | **SAT.** | **Day** | **Where I live** | **Unit 4** |
|  |  |  |  |  | **Date** | **4e My house** | **Lesson** |
| **-** | **-** | **-** | **-** | **-** | **Class - Share** |  | **Warm Up** |