













Subject	English 5th G.	Unit Lesson	3 1	Title	My House
Chapter - Class				Date	
Vocabulary	will - would - house - living room - kitchen - bedroom - bathroom - dining room - front door - found - welcome - show - thanks - please - come in				
Objectives	Aids	Procedure			Verification
1. To act out the talks about showing around the house with a partner. 2. To find one thing in each room and practice "I found it". 3. To identify the house rooms.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> • I greet the students. • I revise the previous lesson and check the homework. • I write the date and the title on the board. ❖ Page 18: <u>1 Listen and point.</u> <ul style="list-style-type: none"> • I play the CD with pause. • I read the dialogue. • I identify the question. • I ask the students to read. <u>2 Practice the talks in pairs.</u> <ul style="list-style-type: none"> • I ask the students to practice the dialogue in activity 1 in pairs. • I make sure the students are saying the dialogue correctly. <u>3 Act out the talks in pairs.</u> <ul style="list-style-type: none"> • Ask the students to act the dialogue that in activity 1 in pairs. ❖ Page 19: <u>4 An old house.</u> <ul style="list-style-type: none"> • I use the flashcards to identify the rooms of the house. • I play the CD twice. • I tell the students about the things of each room. • I ask them to listen and find one thing in each room. 			<u>Evaluation:</u> 1. Show a friend your house. 2. Look at the photo P. 19 and tell me "Where is the bed?" 3. Mention two rooms in the house. 
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.				



<i>Subject</i>	English 5 th G.	<i>Unit Lesson</i>	3 2	<i>Title</i>	My House				
<i>Chapter - Class</i>					<i>Date</i>				
<i>Vocabulary</i>	Where- prize- fries- present- frog- quick- hurry up - eat – bathroom -yard								
<i>Objectives</i>	<i>Aids</i>	<i>Procedure</i>					<i>Verification</i>		
1. To ask the question [Where's...?] and answer [In the...]. 2. To pronounce the sounds [pr/ fr] and give examples. 3. To recognise [he is = he's/ she is = she's/ where is = where's].	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 20: <u>1 Chant and point.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen. I play the CD again with a pause after each sentence so that students have time to chant. I ask the students to chant and point at the correct room. <u>2 Listen, say and match. Then write the missing letters.</u> <ul style="list-style-type: none"> I play the CD with a pause after each sentence so that students have time to listen. I identify the sounds [pr/ fr]. I give examples for the sounds and ask them to repeat. ❖ Page 21: <u>3 Where? Replay.</u> <ul style="list-style-type: none"> I revise how to ask with where. I play the CD and ask the students to listen. I ask them to read the dialogue. I explain that [he is = he's/ she is = she's/ where is = where's] I ask them to play the game in groups. 					<u>Evaluation:</u> 1. Where's the tree? 2. Pronounce the sounds [pr/ fr] and give examples. 3. Where's Hashim? 		
<i>Homework</i>	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.								



Subject	English 5th G.	Unit Lesson	3 3	Title	My House
Chapter - Class				Date	
Vocabulary	Mouse- chair- cupboard- bed- fridge- table- cloud- mountain - on - under – next to - behind - house				
Objectives	Aids	Procedure			Verification
1. To identify the names of pieces of furniture. 2. To pronounce the sound [ou] and give examples. 3. To identify the prepositions [on, in, under, next to and behind].	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 22: <u>1 Listen, point and say.</u> <ul style="list-style-type: none"> I use the flashcards to identify the prepositions. I use the flashcards to identify some pieces of furniture. I play the CD twice. I read the sentences. I ask the students to read. <u>2 Listen, say and match. Then write the missing letters.</u> <ul style="list-style-type: none"> I play the CD twice. I identify the sound [ou]. I say examples for the sound. I read the words and ask them to repeat. I ask them to listen, point and match with the pictures. ❖ Page 23: <u>3 Two hands game.</u> <ul style="list-style-type: none"> I play the CD twice. I revise the prepositions. I ask them to listen and move the hands. 			<u>Evaluation:</u> 1. Mention the names of two pieces of furniture. 2. Give examples for the sound [ou]. 3. Give examples with the prepositions [on, in, under, next to and behind]. 
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.				



Subject	English 5 th G.		Unit Lesson		3 4		Title	My House			
Chapter - Class							Date				
Vocabulary	Sat - ox - box- fun- sun- hot- tree- not- nut- dot- cut- fox - fun – under – run - but										
Objectives	Aids		Procedure					Verification			
1. To spell the words [ox, box, fun, sun,hot ,not]. 2. To practice reading the [ox story]. 3. To pronounce the sounds [o/ u] with examples.	<div>❖ Student's book</div> <div>❖ Workbook</div> <div>❖ Poster (s)</div> <div>❖ Flashcards</div> <div>❖ Wordcards</div> <div>❖ CD</div> <div></div>		<div><div>● I greet the students.</div><div>● I revise the previous lesson and check the homework.</div><div>● I write the date and the title on the board.</div><div>❖ Page 24: <u>1 Read and color o and u.</u></div><div><div>● I read the Ox story.</div><div>● I play the CD twice.</div><div>● I identify the sounds [o/ u].</div><div>● I ask the students to repeat.</div><div>● I ask them to color the sounds [o/ u].</div></div><div><u>2 Listen and spell.</u></div><div><div>● I play the CD twice.</div><div>● I ask them to listen and spell the words.</div><div>● I check their answers and correct their mistakes.</div></div><div>❖ Page 25: <u>3 Speed-reading.</u></div><div><div>● I make pairs to play the game speed-reading.</div><div>● I ask the students to read together and clap.</div><div>● I check their pronunciation and correct their mistakes.</div></div></div>					<div>Evaluation:</div> <div>1. Spell the words [ox, box, fun, sun, hot ,not].</div> <div>2. Practice reading the [ox story] P.24.</div> <div>3. Give examples of the sounds [o/ u].</div> <div></div>			
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.										

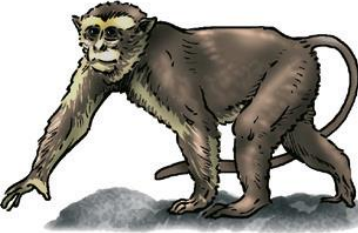

Subject	English 5 th G.	Unit Lesson	4 1	Title	My Things					
Chapter - Class					Date					
Vocabulary	Candy - Sure-Thanks -Let's - a lot - count- 1:30- row- ready									
Objectives	Aids		Procedure					Verification		
1. To act out the talks about candy. 2. To count from one to thirty. 3. To ask "How many...?"	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 		<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 26: <u>1 Listen and point.</u> I identify the numbers from 1 to 30. I explain the questions. I play the CD twice and I ask the students to listen. I read the dialogue. I ask the students to read. <u>2 Practice the talks in pairs.</u> I put the students in pairs. I ask the students to read the dialogue of activity 1. <u>3 Act out the talks in pairs.</u> I ask the students to act the dialogue. I go round the classroom to make sure that the students can read the dialogue correctly. ❖ Page 27: <u>4 Word hunt.</u> I put the students in groups. I ask them to make row of letters of a word and shout "Row!" I ask the students to read. I ask them to complete the game. 					<u>Evaluation:</u> 1. Talk about candy with your friend. 2. Count from one to thirty. 3. Ask "How many...?" 		
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.									

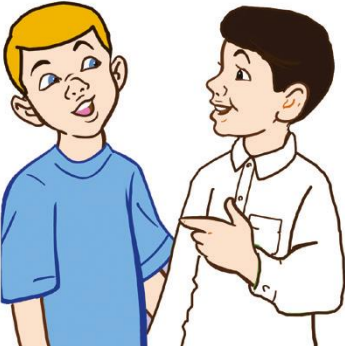

Subject	English 5 th G.	Unit Lesson	4 2	Title	My Things				
Chapter - Class					Date				
Vocabulary	Pen- pencil- paper- glue- scissor- eraser- candy- smile- snail- small- snack								
Objectives	Aids		Procedure				Verification		
<div>1. To chant the "Things on my desk" chant.</div> <div>2. To ask "can I use...?" And answer "here you are".</div> <div>3. To identify the sounds [sm/ sn] with examples.</div>	<div>❖ Student's book</div> <div>❖ Workbook</div> <div>❖ Poster (s)</div> <div>❖ Flashcards</div> <div>❖ Wordcards</div> <div>❖ CD</div> <div></div>		<div><div>● I greet the students.</div><div>● I revise the previous lesson and check the homework.</div><div>● I write the date and the title on the board.</div><div>❖ Page 28: <u>1 Chant and point.</u></div><div><div>● I play the CD with a pause.</div><div>● I use the flashcards to identify the new words.</div><div>● I read the chant.</div><div>● I ask the students to read.</div><div>● I ask the students to point at the correct picture.</div></div><div><u>2 Listen, say and match. Then write the missing letters.</u></div><div><div>● I identify the sounds [sm/ sn].</div><div>● I play the CD and ask the students to listen.</div><div>● I read the words.</div><div>● I ask the students to listen, point and pronounce the words.</div><div>● I ask them to match and complete the missing letters.</div></div><div>❖ Page 29: <u>3 Borrowing things relay.</u></div><div><div>● I read the dialogue and ask the students to listen.</div><div>● I ask one of them to read.</div><div>● I ask them to make dialogues asking the partner to borrow something in class.</div></div></div>				<div>Evaluation:</div> <div>1. Chant the chant "Things in my desk".</div> <div>2. Role play: one ask to borrow some things in the class "and the other answer "here you are".</div> <div>3. Give examples for the sounds [sm/ sn].</div> <div></div>		
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.								



Subject	English 5 th G.	Unit Lesson	4 3	Title	My Things				
Chapter - Class					Date				
Vocabulary	Comic book - MP3 player – wallet – watch - this - these – first – singular - plural								
Objectives	Aids	Procedure				Verification			
1. To practice the plural. 2. To ask “What’s this?” or “What are these?” 3. To identify “This and these”	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 	<ul style="list-style-type: none"> ● I greet the students. ● I revise the previous lesson and check the homework. ● I write the date and the title on the board. ❖ Page 30: <u>1 Listen, point and say.</u> ● I use the flashcards to identify the words. ● I hold the flashcard and ask the students to say. ● I play the CD with a pause after each item so that the students have time to repeat. ● I ask the students to point at the correct picture. <u>2 Practice the sentences. Play the copycat game.</u> ● I say the words again. ● I identify “This and These” ● I ask them to make dialogues using the question “What’s this?” ● I ask them to play the copycat game. ❖ Page 31: <u>3 Pointing race.</u> ● I identify the new words using flashcards. ● I play the CD and ask the students to listen. ● I say the words. ● I ask the students to repeat. ● I ask the students to play the game of pointing faster than your partner. 				Evaluation: 1. Mention two plural words. 2. In pairs: Ask your friend “What is this?” the other answer "this is...". 3. Put "this" in a correct sentence. 			
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.								

Subject	English 5 th G.	Unit Lesson	44	Title	My Things					
Chapter - Class					Date					
Vocabulary	Spider- sweater- swing- swan- ninety- seventy- fifty- sixty- eighty- spring- sport- mat- cat- hen- box- bug- rug - fat - fox									
Objectives	Aids		Procedure				Verification			
1. To pronounce the sounds [sp/ sw] and give examples. 2. To identify the vowels [a, e, i, o and u]. 3. To count from 40 to 100.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 		<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 32: <u>1 Listen, say and number 1 or 2. Then write the missing letters.</u> I play the CD with a pause after each item so that the students have time to repeat. I use the flashcards to identify the sounds [sp and sw]. I say examples for the sounds. I ask them to look at the pictures and guess the missing letters. I play the CD again and ask them to number the words with 1 or 2. <u>2 Read and color all the vowels, a, e, i, o and u.</u> I identify the vowels "a, e, I, o, and u". I read and ask them to read. I give write some words on the board and ask them to find all the vowels. I ask them to color all the vowels on the story of " A Funny Day". ❖ Page 33: <u>3 Find the number and draw lines.</u> I count from 40 to 100 and ask the students to repeat. I play the CD with a pause after each number. I ask the students to count and say the missing numbers. I ask them to play with a friend. I check their answers and correct their mistakes. 				<u>Evaluation:</u> 1. Pronounce the sounds [sp/ sw] and give examples. 2. Mention the five vowels and give examples. 3. Count from 40 to 100. 			
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.									

Subject	English 5 th G.	Unit Lesson	5 1	Title	My Day, Animals, Places					
Chapter - Class					Date					
Vocabulary	Day - tell – get up – o'clock – what time - eat - lunch - homework –watch - play -friends - evening – Sunday- Monday – Tuesday – Wednesday - Thursday – Friday - Saturday									
Objectives	Aids		Procedure					Verification		
1. To ask a friend about his/ her day and get answer. 2. To use present simple. 3. To tell the time and ask about everyday activities.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 		<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 34: <u>1 Listen and say.</u> <ul style="list-style-type: none"> I play the CD twice and ask the students to listen. I identify how to ask a friend questions about his/ her day and get an answer. I read the dialogue. I ask the students to read the dialogue. <u>2 Practice the talks in pairs.</u> <ul style="list-style-type: none"> I encourage the students to make the dialogue. I go round the class to make sure that they can make the dialogue. <u>3 Prapice and act out the talks in pairs.</u> <ul style="list-style-type: none"> I ask the students to make the dialogue with actions. ❖ Page 35: <u>What time is it?</u> <u>4 Listen and number.</u> <ul style="list-style-type: none"> I explain the present simple. I explain how to ask yes/ no questions. I ask the students to look at the o'clock and tell the time. I ask them to listen and number the pictures. <u>5 Check school days in your country.</u> <ul style="list-style-type: none"> I revise the days of the week. I ask them to check school days in their country. <u>6 Ask and answer in pairs.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen. I ask the students to tell the time, ask, and talk about everyday activities 					<u>Evaluation:</u> 1. Tell me about your day! 2. Do you watch TV in the evening? 3. What time do eat lunch? 		
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.									

Subject	English 5 th G.	Unit Lesson	5 2	Title	My Day, Animals, Places					
Chapter - Class					Date					
Vocabulary	Jaws - huge - crash - swim -chew - walk - hunt - food - skin - green - eyes - jump - dive - loud - fun - ostrich - kangaroo - fly - run – polar bear - speak - sunny - rainy - cloudy - snowy - hot - shade - talk - gray - today - wet - cold - catch - cool - pool – get out - summer - spring - autumn - winter									
Objectives	Aids		Procedure				Verification			
1. To identify and describe some animals. 2. To use "can/ can't". 3. To talk about the weather.	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 		<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 36: <u>1 Listen, chant and match.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen. I play the CD again with a pause after each sentence and give the student a time to repeat. I use the flashcards to identify the new animals. I ask the students to match with the pictures. <u>2 Listen, point, and circle YES or NO. Practice in pairs.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen and repeat. I ask the students to point and circle yes or no and practice in pairs. ❖ Page 37: <u>3 Listen and chant. Write the words.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen. I ask the students to listen to the chant and complete the sentences. <u>4 Talk about the weather in your town.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen and repeat. I talk about the weather and the seasons of the year. I encourage the students to do the same. I check their answers and correct their mistakes. 				<u>Evaluation:</u> 1. Mention and describe some animals. 2. Use "can/ can't". 3. Talk about the weather. 			
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.									

Subject	English 5 th G.	Unit Lesson	5 3	Title	My Day, Animals, Places					
Chapter - Class					Date					
Vocabulary	Astronaut - architect - pilot - cook – computer - technician - doctor – teacher - farmer - firefighter - businessman - work – give up - short - brown - eyes – wear - thobe - jacket - speak - black - green – white - blond - blue – T-shirt - tall - door									
Objectives	Aids		Procedure					Verification		
1. To identify the names of some jobs. 2. To ask about jobs using "What does...?" 3. To talk about someone's appearance using "have" "has".	❖ Student's book ❖ Workbook ❖ Poster (s) ❖ Flashcards ❖ Wordcards ❖ CD 		<ul style="list-style-type: none"> I greet the students. I revise the previous lesson and check the homework. I write the date and the title on the board. ❖ Page 38: <u>1 Listen and practice. Match words and pictures.</u> <ul style="list-style-type: none"> I play the CD twice and ask the students to listen. I use the flashcards to present the names of the jobs and ask the students to repeat. <ul style="list-style-type: none"> I ask them to listen and match the words and the pictures. <u>2 Ask and answer. Guess.</u> <ul style="list-style-type: none"> I choose two students and ask them to make dialogues. I ask one partner to ask about the job and the other answer. ❖ Page 39: <u>3 Listen and match. Practice in pairs and write.</u> <ul style="list-style-type: none"> I play the CD and ask the students to listen. I present some new adjectives to describe people. I ask the students to match the numbers with the pictures. <u>4 Guess who! Describe someone in your class.</u> <ul style="list-style-type: none"> I ask them to role play the game. I say information about a classmate and ask the others to guess the name. 					<u>Evaluation:</u> 1. Mention the names of some jobs. 2. Ask someone what he does. 3. Describe your friend. 		
Homework	I ask the students to turn to their W.B. I read the instructions and explain the tasks. The students start to do the exercises in the class and then, I assign the rest for homework.									

Subject	English 5 th G.				Unit Lesson	5 4	Title	My Day, Animals, Places			
Chapter - Class							Date				
Vocabulary	Sleep - read - head - sheep - meat - bread - picture - man - woman - child - small - family - teeth - restaurant - corner – next to – bookstore – train station - opposite - supermarket - gym – post office -between - museum - park - near										
Objectives	Aids				Procedure				Verification		
<div>1. To pronounce the sounds [ee/ ea] and give examples.</div> <div>2. To use irregular plural and "that/ those".</div> <div>3. To talk about places in town and things in the house using “there is”, “there are”.</div>	<div>❖ Student's book</div> <div>❖ Workbook</div> <div>❖ Poster (s)</div> <div>❖ Flashcards</div> <div>❖ Wordcards</div> <div>❖ CD</div> <div></div>				<div>● I greet the students.</div> <div>● I revise the previous lesson and check the homework.</div> <div>● I write the date and the title on the board.</div> <div>❖ Page 40: <u>1 Listen, point and say. Write ea or ee.</u></div> <div>● I use the flashcards to identify the sounds.</div> <div>● I hold the flashcard and say the word.</div> <div>● I ask the students to repeat.</div> <div>● I ask the students to write the missing letters.</div> <div><u>2 Listen, point, and say.</u></div> <div>● Play the CD and ask the students to listen.</div> <div>● I present the irregular plural and “that” / “those”.</div> <div>● I hold the flashcards and say the words.</div> <div><u>3 Ask and answer in pairs. Use that or those.</u></div> <div>● I ask the students to look at the pictures.</div> <div>● I ask them to use that or those.</div> <div>❖ Page 41: <u>4 Listen, find and write. Practice in pairs.</u></div> <div>● I play the CD and ask the students to listen.</div> <div>● I ask them to read.</div> <div>● I ask them to look at the picture and talk about the places.</div> <div><u>5 Listen, read, and circle T or F.</u></div> <div>● I ask the students to look at the picture.</div> <div>● I play the CD and ask the students to listen.</div> <div>● I ask them to listen, read, and circle T or F.</div> <div><u>6 Practice in pairs. Make your own sentences.</u></div> <div>● I ask the students to practice in pairs and make their own sentences.</div> <div>● I check their answers and correct their mistakes.</div>				<div><u>Evaluation:</u></div> <div>1. Mention some examples of the sounds [ee/ ea].</div> <div>2. Use irregular plural and "that/ those".</div> <div>3. Talk about places in town and things in the house using “there is”, “there are”.</div> <div></div>		

