

PREP (1) / 2ND TERM

Preparation Notebook

Unit (7)

1- Lesson (1)

2- Lesson (2)

3- Lesson (3)

4- Lessons (4 , 5)

5- Lessons (6 , 7)

Mr Mohamad Hameed

English Teacher at the Egyptian Ministry of Education

Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	1	How was your weekend ?	SB : 2, 3 WB : 70

Objectives :

By the end of the lesson, students will acquire the following skills (integrated) :

1- Reading : To read a about some opinions about a fantastic day .

2- Listening : To listen to Deena talking about her birthday .

3- Speaking : To talk about things that happened in their life (Ss) .

4- Writing : To write diary entry giving their opinion about a fantastic day (Ss).

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries).

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll write the title of the unit on the board . I'll ask the students to tell me what they think this means and what they will study in the unit. I'll confirm any correct answers.

Steps to follow

Warming- up :

I'll write the following question on the board **"What did you do last weekend ?"** . I'll listen to some students and ask them to come to the front of the classroom to tell me about their favourite food .

Presentation :**New lexical / Vocabulary items :**

Weekend , funfair , planetarium , aquarium , museum , sports centre , exhibition , dolphin , star , tennis , swimming , football match , football stadium , bowling alley , restaurant , diary , birthday , haircut , ride a wheel , go bowling , listen to .

New structure / grammar :

- He **went** to the museum last night .
- They **went** bowling three days ago .
- I **had** a haircut two weeks ago .

Language Functions :

- Talking about your last weekend .
- Using past time expressions .

Practice :**SB EX :** (1) Look at the photos . Which places do you have in your area ?

I'll ask the students to look at the photos. I'll ask them to tell me which places of these photos they have in their area . I'll ask them to work individually .

SB EX : (2) Read the answers to Ziad's questions and answer these questions .

I'll ask the students to read the answers to Ziad's questions . I'll ask them to read the questions of this exercise and answer them in pairs .

SB EX : (3) Listen to Deena talk about her birthday . Tick (✓) the correct diary .

I'll tell the students that they have to listen to Deena who talks about her birthday . I'll play the recording and ask them to tick the correct diary .

Back

WB EX : (1) Where did these people go ? Complete the sentences with words from the box .

I'll ask the students to read the words in the box and elicit the meanings. I'll ask them to look at the example and explain that they have to complete the rest of the sentences using the words in the box.

WB EX : (2) Correct the underlined words in these sentences .

I'll tell the students that they have to read the first example and its answer . I'll ask all the students to answer the rest of the sentences in the same way . I'll check their answers .

WB EX : (3) Answer the questions .

I'll ask the students to read the questions . I'll ask them to work in pairs to answer these questions . I'll invite different students to write their answers on the board .

Feedback (Assessment) :

- Read and correct the underlined words :

- 1- I went to the funfair and rode on the big whale .
- 2- They go bowling three days ago .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Your last weekend .**

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Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	2	How was your weekend?	SB : 4, 5 WB : 71

Objectives :

By the end of the lesson, students will acquire the following skills (integrated) :

1- Reading : To read Adam's diary .

2- Listening : To listen to the teacher reading Nahla's diary .

3- Speaking : To ask and answer questions about Adam's diary .

4- Writing : To complete Nahla's diary using the past tense form .

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board **"What did you do last weekend ?"** .

Steps to follow

Warming- up :

I'll write the following question on the board **"Write a diary about your weekend?"** . I'll listen to the students and ask some of them to come to the front of the classroom and write about their weekend as a diary on the board.

Presentation :**New lexical / Vocabulary items :**

Diary , school uniform , school canteen , nervous , friendly , homework , swimming pool , fantastic , sports centre , lunch , great , fun , café , remember , teach .

New structure / grammar :

- I **went** to the sports centre yesterday .
- I **didn't go** to the funfair centre yesterday .
- They **should go** to the swimming pool .

Language Functions :

- Talking about your last weekend .
- Writing a diary about your weekend .

Practice :

SB EX : (1) Read Adam's diary . What do you think the word nervous mean and why does Adam feel this ?

I'll ask the students to read Adam's diary . I'll ask the students to guess the meaning of the word "nervous" . I'll ask them to search for the reasons which made Adam nervous .

SB EX : (2) Read again and answer the questions .

I'll ask the students to read Adam's diary again . I'll ask them to read the questions . I'll ask them to read the example answer . I'll ask them to answer the rest of the questions as in the example. I'll ask them to work in pairs .

SB EX : (3) Ask and answer the questions in pairs .

I'll ask the students to Adam's diary again . I'll ask them to ask and answer in pairs . I'll invite two students to the front of the classroom to ask and answer the first question . I'll ask the students to work like them .

WB EX : (1) Complete Nahla's diary with the correct past tense form .

I'll elicit the rule of past tense . I'll give the students some examples of verbs in past tense . I'll refer to the written example in this exercise (have - had) . I'll ask the students to complete the exercise as in the example .

WB EX : (2) Hany did all the things on his plan for last Saturday . Write the sentences in the past tense .

I'll ask the students to read the example . I'll ask them look at the table and use the written phrases to make new sentences in the past tense . I'll ask them to work in pairs .

WB EX : (3) Read about Ismail's family . Where should they go and what activities should they do for Ismail's birthday?

I'll ask the students to read the written text . I'll ask them to work in groups to answer the questions . I'll check their answers .

Feedback (Assessment) :**- Read and correct the underlined words :**

- 1- We had lunch together in the school toilet .
- 2- He should goes to the swimming pool .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **Your plans for the weekend .**

Mr Mohamad Hameed

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Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	3	How was your weekend ?	SB : 6, 7 WB : 72

Objectives :

By the end of the lesson, students will acquire the following skills (integrated) :

1- Reading : To read about the types of music .

2- Listening : To listen to an interview with the musician Marvin Allstar .

3- Speaking : To discuss the music they like in pairs (Ss) .

4- Writing : To write the questions to the written answers .

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher's guide) .

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Teaching Aids → (Laptop , internet , data show) .

Review :

I'll revise the vocabulary and structures of the last lesson . I'll write the following question on the board **"What did you do last weekend ?"** .

Steps to follow

Warming- up :

I'll write the following question on the board **" What type of music do you like? "** .
I'll listen to the students to tell us about their favourite types of music. I'll write their answers on the board .

Presentation :**New lexical / Vocabulary items :**

music , musician , jazz music , opera music , classical music , pop music , rock music , traditional music , musical instrument , trumpet .

New structure / grammar :

- **Did** you go to the park ? Yes , I did . / No , I didn't .
- **Are** you happy ? Yes , I'm . / No , I'm not .
- **What** music does he like ? He likes pop .

Language Functions :

- Talking about the types of music .
- Telling about your favourite type of music .

Practice :**SB EX :** (1) Listen to an interview with the musician Marvin Allstar .Which four types of music do they talk about ?

I'll tell the students that they have to listen to the recording about an interview with the musician Marvin Allstar . I'll tell them that they have to define the four type of music they talk about .

SB EX : (2) Listen again and complete these sentences .

I'll play the recording again . I'll ask the students to look at the example answer . I'll ask the students to complete the exercise in the same way . I'll ask them to work individually .

SB EX : (3) Correct the underlined words .

I'll explain the rule of questions structures . I'll refer to the main two types of the questions . I'll ask the students to read the example answer . I'll ask them to complete the rest of the sentences as in the example .



WB EX : (1) Write the type of music for each photo . Tick (✓) the music you like and compare your answers with your partner .

I'll ask the students to read the words in the box . I'll ask them to look at the photo . I'll ask them to write the type of music for each photo . Finally , I'll ask them to tick the music they like .

WB EX : (2) Match to make questions .

I'll ask the students to look at the grammar rule of making questions in the student's book . I'll ask them to look at the two columns . I'll tell them that they have to match to make questions .

WB EX : (3) Now answer the questions in Exercise 2 .

I'll ask the students to read the questions they made . I'll ask the students to answer them . I'll invite two students to role-play the exercise . One of them reads the questions . The other student reads the answers . I'll ask the rest of the class to check their dialogues .

Feedback (Assessment) :

- Read and correct the underlined words :

- 1- He likes gas music .
- 2- Did you go to the park ? Yes , I go .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : The types of music .

Mr Mohamad Hameed

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Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	4, 5	How was your weekend?	SB : 8, 9 WB : 73, 74

Objectives :

By the end of the lessons , students will acquire the following skills (integrated) :

1- Reading : To read a about Robinson Crusoe story .

2- Listening : To listen to three people talk about their weekend .

3- Speaking : To ask and answer questions using some expressions like “It is Ok” .

4- Writing : To write what would they say in some situations using because and although (Ss).

***Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

Vital Resources → (SB , WB , teacher’s guide) .

EKB Resources → (Audio , video , links , dictionaries) .

Teaching Aids → (Laptop , internet , data show) .

Review :

I’ll revise the vocabulary and structures of the last lesson . I’ll write the following question on the board **“What type of music do you like?”** .

Steps to follow

Warming- up :

I’ll write the following question on the board **“Have you ever read Robinson Crusoe story? ”** . I’ll listen to the students’ answers . I’ll ask them to tell me what they know about Robinson Crusoe .

Presentation :**New lexical / Vocabulary items :**

Story , adventure , sailor , sink , swim , terrible , storm , island , nearby , alone , coconut , jungle , cave , rain , cold , warm , wet , delicious , fantastic , great , dead , theatre , pizza , mobile phone .

New structure / grammar :

- She **can** walk on the beach .
- He **can't** sleep on a bed .
- His ship sank **because** there was a terrible storm .
- **Although** he is hungry , he doesn't want to eat pizza .

Language Functions :

- Reading Robinson Crusoe .
- Using some expressions .
- Using some words to give reasons and contrast information .

Practice :**SB EX :** (1) Read about Robinson Crusoe . What did Crusoe want to find ?

I'll ask the students to read the story in page 8 in SB . I'll ask them to underline any difficult words and try to guess their meanings . I'll ask them to work in groups . I'll ask them to tell me what Crusoe wanted to find .

SB EX : (2) Answer the questions .

I'll ask the students to read Robinson Crusoe story again . I'll ask them to read the questions . I'll ask them to answer these questions in pairs. I'll check their answers.

SB EX : (3) Listen to three people talk about their weekend . Match the person to the photos .

I'll tell the students that they have to listen to the recording about three people who talk about their weekend . I'll ask them to look at the written names and the photos . I'll ask them to match the written names to the photos .

Back

WB EX : (1) Match the words from Robinson Crusoe with their meanings .

I'll ask the students to at the two columns . I'll ask them to read the example answer. I'll ask them to match the words with their meanings as in the example . I'll check their answers .

WB EX : (2) Are these sentences true (T) or false (F) ?

I'll ask the students to read the answered example . I'll ask them to read the other sentences . I'll ask them to decide whether they are true or false. I'll ask the students to compare their answers with partners .

WB EX : (3) Write what you would say in the following situations .

Give a reason using although or because .

I'll explain the usage of the two words (although , because) . I'll refer to the two examples in SB page 9 . I'll ask the students to read the sentences in the exercise . I'll ask them to use the words (although , because) . I'll ask them to work in pairs .

Feedback (Assessment) :

- Read and correct the underlined words :

- 1- A wave is a hole in the mountain .
- 2- His ship sank so there was a terrible storm .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : A story you have read .

Mr Mohamad Hameed

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Date	Class	Period	Unit No.	Lesson No.	Topic	Page (s)
			7	6, 7	How was your weekend?	SB : 10, 11 WB : 75, 76

Objectives :

By the end of the lessons , students will acquire the following skills (integrated) :

- 1- Reading :** To read Dalia’s diary and the writing tips .
- 2- Listening :** To listen to the teacher reading Ameer’s diary .
- 3- Speaking :** To ask and answer questions about some places .
- 4- Writing :** To write a diary giving their opinions about a fantastic day (Ss) .
- *Life Skills :** Self-management , making decisions , creativity , resilience .

Values :

Independence , curiosity , participation , tolerance and acceptance .

Issues :

Loyalty and belonging , Environmental awareness , different traditions .

Strategies used :

Brainstorming , individual , pair work , co-operative , discussion , role play .

Teaching Resources / Aids :

- Vital Resources** → (SB , WB , teacher’s guide) .
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- Teaching Aids** → (Laptop , internet , data show) .

Review :

I’ll revise the vocabulary and structures of the last two lessons . I’ll write the following question on the board “ **What do you know about Robinson Crusoe story?** ”.

Steps to follow

Warming- up :

I’ll write the following title on the board “ **How to write a diary** ” . I’ll ask the students to tell me the right steps to write a good diary . I’ll listen to the students’ answers . I’ll write some examples on the board to confirm their answers .

Presentation :**New lexical / Vocabulary items :**

Baby , tired , kitchen , breakfast , shop , milk , bread , laptop , barbecue , plan , windy , hope , try , maths , wake up , stay , enjoy , beautiful , interesting .

New structure / grammar :

- He **went** to the museum last night .
- I **didn't go** to the funfair centre yesterday .
- **Did** you go to the park ? - Yes , I did . / No , I didn't .

Language Functions :

- Learning how to write a diary .
- Giving your opinion about a fantastic day .

Practice :**SB EX :** (1) Read Dalia's diary and the writing tips . What was her opinion of the terrible day ? Why ?

I'll ask the students to read Dalia's diary and the writing tips . I'll ask the students to underline the difficult words and guess their meanings . I'll ask the students to work in small groups and tell us about Dalia's opinion of the terrible day . I'll ask them to tell us the reason .

SB EX : (2) Read the diary again and answer the questions .

I'll ask the students to read Dalia's diary again . I'll ask them to read the questions . I'll ask them to answer these questions in pairs .

SB EX : (3) Reorder the words to make questions . Then ask and answer the questions .

I'll ask the students to read the example answer . I'll ask them to read the other words and reorder them to make questions . I'll ask them to answer these questions . I'll invite two students to role-play this exercise in front of the class .

Back

WB EX : (1) Read Ameer's diary and complete with capital letters , full stops or exclamation marks (!) .

I'll ask the students to read Ameer's diary . I'll tell them that this diary is not completed . I'll tell them that they have to complete this diary with capital letters , full stops or exclamation marks . I'll check their answers .

WB EX : (2) Write a diary entry giving your opinion about a fantastic day .

I'll ask the students to write about a fantastic day in their notebooks . I'll ask them to write about things they do at different times of the day . I'll ask them to follow the writing tip they learnt.

WB EX : (3) Complete the sentences with these time expressions .

I'll ask the students to look at the box and read the time expressions . I'll read the example answer . I'll ask them to complete the exercise in the same way .

Feedback (Assessment) :

- Read and correct the underlined words :

- 1- I went to the ketchup for breakfast .
- 2- I enjoy read my favourite book in the car .

Homework assignment (Consolidation) :

- Write a paragraph of EIGHTY (80) words on : **A fantastic day in your life .**

Mr Mohamad Hameed

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