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| **Distribution of the syllabus Get Ready (3)** | **DATES** | | **WEEKS** |
| TO | FROM |
| Unit 1: Greating | **6/1/1441** | **2/1/1441** | **1** |
| Workbook Unit 1 | **13/1/1441** | **9/1/1441** | **2** |
| Unit 2: My Family | **20/1/1441** | **16/1/1441** | **3** |
| Workbook Unit 2 + Revision 1 | **27/1/1441** | **23/1/1441** | **4** |
| Unit 3: Good Morning | **4/2/1441** | **30/1/1441** | **5** |
| Workbook Unit 3 | **11/2/1441** | **7/2/1441** | **6** |
| Unit 4: My Clothes | **18/2/1441** | **14/2/1441** | **7** |
| Workbook Unit 4 + Revision 2 | **25/2/1441** | **21/2/1441** | **8** |
| Unit 5: Tom's House | **3/3/1441** | **28/2/1441** | **9** |
| Workbook Unit 5 | **10/3/1441** | **6/3/1441** | **10** |
| Unit 6: My Classroom | **17/3/1441** | **13/3/1441** | **11** |
| Workbook Unit 6 + Revision 3 | **24/3/1441** | **20/3/1441** | **12** |
| Unit 7: My Favourite Subject | **1/4/1441** | **27/3/1441** | **13** |
| Workbook Unit 7 | **8/4/1441** | **4/4/1441** | **14** |
| Unit 8: The Weather Today  Workbook Unit 8 + Revision 4 | **15/4/1441** | **11/4/1441** | **15** |
| Final test | **22/4/1441** | **18/4/1441** | **16** |
| Final test | **7/5/1441** | **25/4/1441** | **17-18** |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Greetings | | **Unit** |
|  |  |  |  |  | | **Date** | | What is your name ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | *Vocabulary*  **1–10 / greetings**  *Presentation:*  1 T plays the CD and encourages children to follow the dialogue in their books. T plays audio again, pausing after each phrase so that the children have time to repeat.  2 T plays the CD, pausing after each line so that children have time to repeat.  3 T plays the CD, pausing after the first phrase. T makes sure that the children have written the word *name* in the correct place. T plays the audio again, pausing after each phrase so that the children have time to find the words in the correct speech bubbles.  4 T asks the children to work in pairs to practise greeting each other. | | | | **Practising language – greetings**  **Practising vocabulary – introductions**  **Following and completing a simple short text** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
|  | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | Greetings**!** | | **Unit** |
|  |  |  |  |  | | **Date** | | How are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **1–10 / greetings**  ***Presentation****:*  1 T plays the CD, pausing after each phrase so that the children have time to repeat. T plays the track again, pausing after each phrase so that the children have time to repeat.  2 T plays the track, pauses after each introduction and gets the children to write the numbers. T elicits feedback by playing the CD again and pausing after each introduction. T gets children to check their work and make corrections.  3 T displays wordcards and gets the children to read after him / her. T points to a dialogue bubble and gets the children to read along with him / her. T gets the children to complete the activity and check their answers with a partner. T gives feedback by getting the children to call out completed dialogues. T gets the children to check and correct their own work.  4a T writes the letter sounds for the lesson on the board. T points to each letter/letter group in turn and says the sound. T plays the CD and pauses after each sound and after each word to allow time for the students to repeat.  4b T plays the CD and pauses after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above. | | | | **Practising language – greetings**  **Practising vocabulary – introduction**  **Following and practising a simple short text**  **Recognizing and producing the sounds /ai/ and /u:/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | My family | | **Unit** |
|  |  |  |  |  | | **Date** | | What is your name ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **family, aunt, cousin, grandfather, father , grandmother brother, sister, mother, uncle**  ***Presentation****:*  **1 T asks children to read the family words in the box and match them to the correct family member. T checks that children are finding the correct person/people each time. T reads the words aloud and gets students to repeat them.**  **2 T gets the children to complete the words and check their work with a partners.**  **3 T plays the track, pausing after each item so that the children have time to repeat. T plays the track again, pausing after each word and gives the children time to find the correct picture and write the corresponding number. T checks the answers with the class.**  **4a T plays the track and pauses after each sound and after each word and allows time for the students to repeat.**  **4b T plays the track and pauses after each sound to allow time for the students to tick the correct picture. T says the words and asks students to repeat several times until he / she is happy that the students are all able to pronounce the words correctly.** | | | | **Practicing family vocabulary**  **Following a dialogue and identifying family members**  **Reading and completing a short dialogue with basic information**  **Reading and completing short sentences** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | My family | | **Unit** |
|  |  |  |  |  | | **Date** | | How old are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **family, aunt, cousin, grandfather, father , grandmother brother, sister, mother, uncle**  ***Presentation****:*  **1 T asks children to read the family words in the box and match them to the correct family member. T checks that children are finding the correct person/people each time. T reads the words aloud and gets students to repeat them.**  **2 T gets the children to complete the words and check their work with a partners.**  **3 T plays the track, pausing after each item so that the children have time to repeat. T plays the track again, pausing after each word and gives the children time to find the correct picture and write the corresponding number. T checks the answers with the class.**  **4a T plays the track and pauses after each sound and after each word and allows time for the students to repeat.**  **4b T plays the track and pauses after each sound to allow time for the students to tick the correct picture. T says the words and asks students to repeat several times until he / she is happy that the students are all able to pronounce the words correctly** | | | | **Spelling family vocabulary**  **Understanding and completing basic information in short monologues**  **Understanding short texts with visual support**  **Recognizing and producing the sounds /ʌ/ and /əʊ/.** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | **Revision** | | **Unit** |
|  |  |  |  |  | | **Date** | | **How old are you ?** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 1–2**  ***Presentation****:*  1 T plays the track and pauses after each item. The children write the number in the correct speech bubble. T plays the audio again and pauses after each line. The children check their answers.2 T reads the first sentences, the words at the end and elicits the question. The children complete the dialogue in their books. T chooses pairs of children to read the dialogue to the class. 3 T chooses children to read the sentences in the box. T reads the beginning of the dialogue and elicits the correct option from the box. The children write the dialogue in their books. T chooses pairs of children to read the dialogue aloud.4 T helps the children to complete the first sentence. The children write the missing words in their books. T repeats with the other sentences. T puts the children into pairs and get them to checks their answers with their partners.5 T points to each of the people in the picture and helps the children to identify them. T points to each of the cousins and asks *How old is he / she?* T helps the children to answer correctly. T points to the sentences and helps the children to complete them and match with the correct pictures.6 T asks them to look at the letters and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.**.** | | | | **Understanding short texts with visual support**  **Understanding and saying short texts**  **Understanding, completing and saying short texts**  **Understanding and completing sentences about families**  **Reviewing the sounds /ai/ , /u:/, /ʌ/ and /əʊ/.** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Saudi Stars | | **Unit** |
|  |  |  |  |  | | **Date** | | How are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Family members – greeting**  ***Presentation****:*  1 T reads the story to the children. T says *Look in picture 3. Where is his sister?* The children find his sister in the picture 3. T repeats with the other family words in the box. Children write the correct words in picture 3 from the box.  2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half. One half reads the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T points to clue number 1 and asks *Who is it?*  T helps the children to answer *He’s Ali’s uncle.* T shows the children how to write *uncle* in the crossword. T repeats with the other clues.  4 T explains that the children are going to draw two pictures and write descriptions of them. The children write and draw | | | | **Reviewing family members**  **Reviewing greetings** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
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| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Good morning ! | | **Unit** |
|  |  |  |  |  | | **Date** | | How are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
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| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **an egg - a glass of juice - a cup of tea - a lemon - a bowl of oranges**  ***Presentation****:*  1 T plays the track. T checks that the children are following in their books and finding the correct pictures.  2 T plays the track, pausing after each item so that the children understand the text and can find the item. T plays the audio recording again, pausing after each item so that the children can find the item, point it out and repeat its name.  3 Children listen to the track and find the people who are speaking and the items.  4 T plays the track, pausing after each item so that the children have enough time to draw lines from the words to the pictures  5T invites two children to the front of the class, prompts them and gets them to take it in turn to ask and answer using the question and answers. Students read in pairs. T monitors and supports any children who need help. | | | | **Understanding the main idea in dialogues**  **Understanding food vocabulary with visual support**  **Understanding and repeating questions and answers**  **Understanding a short simple text with visual support**  **Asking and answering short simple questions** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
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| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | Good morning ! | | **Unit** |
|  |  |  |  |  | | **Date** | | Good morning, everyone . | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **an egg - a glass of juice - a cup of tea - a lemon - a bowl of oranges**  ***Presentation****:*  1 T gets the whole class to read out the words in the word box. T gets children to complete the matching and check their work with a partner. T gives feedback by asking *What’s number ….?* ,elicits the answer and gets children to check and correct their answers.  2 T gets children to draw items and gets partners to count up the items in each other's drawings.  3 T gets the children into pairs, asks them to read and support the children who need help.  4 T tells the children to complete the gaps with vocabulary learnt in this lesson.  5a T writes the letter sounds for the lesson on the board. T reminds the pupils that the same sounds in English can have different spellings. T points to each letter in turn and says the sound. T plays the track, pauses after each sound and after each word and allow time for the students to repeat  5b T plays the track, pauses after each word to allow time for the students to draw a line from the picture to the correct letter(s) which spell the sound in the word. | | | | **Understanding food vocabulary with visual support**  **Understanding and writing numbers 11 – 20and food vocabulary**  **Asking and responding to simple questions**  **Completing short sentences and spelling food vocabulary**  **Reviewing the sounds /iː/ and /e/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
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| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | 1 | | | **Lesson** | My clothes | | **Unit** |
|  |  |  |  |  | | **Date** | | Good morning , class . | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours**  ***Presentation****:*  1 T plays the track and checks that children are following in their books and finding the correct pictures.  2 T plays the track, pausing after each letter so that children have time to draw lines to the colours.  3 Children listen to the track and find the people who are speaking and the items. T encourages the children to say the colours in English. T repeats with other clothes, shoes and colours.  4 T plays the track, pausing after each item so that the children have time to write the number next to the correct picture. T monitors and checks that children are finding the correct pictures. T plays the track again, pausing after each item so that children have time to check their answers. | | | | **Understanding the main idea in dialogues**  **Understanding colours with visual support**  **Understanding a short simple text with visual support**  **Following a short simple text while listening to audio recording** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | My clothes | | **Unit** |
|  |  |  |  |  | | **Date** | | Saying the colours | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours**  ***Presentation****:*  1 T plays the track, pausing after each item so that children have time to find the correct picture.  2 T gets children to complete the sentences and check their answers with a partner. T gives feedback by saying *What’s no….?*  3 T plays the track, pausing after each item so that the children have time to write the number next to the correct picture. T monitors and checks that children are finding the correct pictures. T plays the track again, pausing after each item so that the children have time to repeat.  4 T puts the children in pairs and asks them to read and say.  5a T writes the letters (*bl* and *gr*) and points to each letter in turn and says the sound.  T plays the track, pausing after each sound and after each word and allows time for the students to repeat  5b T plays the track, pausing after each sound to allow time for the students to tick the correct picture. | | | | **Understanding clothes vocabulary and completing short texts at sentence level**  **Completing short sentences to describe clothes**  **Understanding short simple sentences about clothes**  **Asking and answering simple questions about clothes and colours**  **Recognizing and producing the sounds /bi/ and /gr/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Revision | | **Unit** |
|  |  |  |  |  | | **Date** | | **Saying colours** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 3–4**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the item in the picture. T goes around the class, asking children to point to the picture and say a sentence about it. 2 T reads the first dialogue to the children and asks *Which picture is it?* T helps the children to find the correct picture. T repeats with the other dialogues and gets children to check their answers with a partner. 3 T plays the track, pausing after each item so that the children have time to find the item in the picture. T plays the track again and checks the children’s answers by pointing to the items in the pictures. T helps the children to point and ask the questions about other objects in the picture and helps other children to answer. 4 T points to the first picture and asks *What is it?* T elicits *A skirt.* T reads the first question to the children and elicits the answer *No, it isn’t.* T calls a child up to the front to write the answer on the board. T repeats with the other questions. 5 T asks them to look at the words and to think about the sounds in each one. T plays the track and asks the students to write the number next to each word as they hear the sound contained in that word. | | | | **Understanding and answering questions .**  **Understanding simple two-part dialogues about food and drink**  **Understanding and saying short sentences**  **Answering questions in English about clothes and colours**  **Reviewing the sounds /iː/, /e/, /bl/ and /gr/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Saudi Stars | | **Unit** |
|  |  |  |  |  | | **Date** | | How are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 3–4**  ***Presentation****:*  1 T reads the story to the children and helps the children to complete the first sentence (*These are oranges*). The children complete the other sentences. T calls individual children up to the board. The children write one sentence each on the board.2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half and gets one half to read the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T reads the complete email to the children. T goes back to the first sentence with a blank and reads it. T asks *Who is it?* And elicits the answer *Nader*. Individually, the children work out the names and write them. T gets the children to check their answers with a partner. T asks individual children to read out one sentence each of the email.4 T shows the children the frame for drawing a picture of people in their house. When they have drawn the picture, T helps them to start writing the email. When they have finished, T helps the children to end the email. | | | | **Revising talking about clothes and colours**  **Revising asking and answering short simple questions** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Progress Check | | **Unit** |
|  |  |  |  |  | | **Date** | | What is your name ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 1–4**  ***Presentation****:*  1 T reads Ali’s first speech bubble to the children and shows the children the first answer (*your*). The children read the dialogue. The children complete the dialogue.  2 T reads the first examples question and answer to the children. The children write the other questions and answers.  3 T shows the pictures to the children and reads number 1. The children complete the rest of the sentences about the pictures.  4 T shows the children the picture in Number 1 and the completed question and answer. The children complete the rest of the questions and answers.. | | | | **Revising asking and answering short simple questions**  **Revising talking about clothes and colours** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Tom's house | | **Unit** |
|  |  |  |  |  | | **Date** | | How old are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Bed– lamp– rug– book– desk– chair- kitchen living room– bathroom– bedroom- garden**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the correct room in the picture.  2 T plays the track, pausing after each item so that children have time to repeat. T plays the track again. This time, T pauses after each item and get children to point to the correct room.  3 T plays the track, pausing after each item so that children have time to find the correct item in the picture. T plays the track again, pausing after each sentence for children to repeat.  4 T plays the track, pausing after each line for the children to repeat. T monitors and checks that the children are saying the sentence correctly and finding the correct pictures.  5 T gets the children to read the words under the pictures. T writes questions on the left side of the board and answers on the right side: *What’s this in English? This is a …*T invites two children to the front of the class and gets them to take it in turn to ask and answer questions using the pictures in the Student’s Book. | | | | **Understanding the main idea in dialogues**  **Identifying and talking about rooms in a house**  **Responding to simple questions with basic information**  **Understanding short simple texts with visual support**  **Identifying items in a house and responding to simple questions**  **Producing short simple sentences about objects and places** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | Tom's house | | **Unit** |
|  |  |  |  |  | | **Date** | | Is this your house ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Bed– lamp– rug– book– desk– chair- kitchen living room– bathroom– bedroom- garden**  ***Presentation****:*  1 T gets the children to read the text and match to each item. T checks they are matching correctly. T gets the children to write the correct word for each picture.  T plays the track and gets the children to say the words.  2 T walks around the class, points to children’s items and asks *Is this your …?* T encourages them to respond, *Yes, it is*. or *No, it isn’t.* T gets the children to look at the pictures in their books and take it in turns to ask and answer the questions.  3 T plays the track, pausing after each item so that the children have time to write the number next to the correct picture. T monitors and checks that children are finding the correct pictures.  4a T writes the letters (*ch* and *sh*), points to each letter and says the sound. T play the track, pausing after each sound and after each word and allow time for the students to repeat.  4b T plays the track, pausing after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above. | | | | **Understanding and saying basic descriptions .**  **Asking and answering questions about ownership**  **Understanding short simple texts with visual support**  **Recognizing and producing the sounds /ʃ/ and /tʃ/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | My classroom | | **Unit** |
|  |  |  |  |  | | **Date** | | Is this your classroom ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **interactive whiteboard, computer, mouse, book**  **keyboard, pupils, laptop desk, pen, pencil, bag,**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the correct item/items in the picture. T plays the track again. This time, T pauses after each question and gives children time to find and count the items and give the answers.  2 T plays the track, pausing after each item so that children have time to repeat. T plays the track again, pausing after each item so that the children have time to repeat the word. T asks individuals to repeat the words aloud.  3 T plays the track and gets the children to find the items. T plays the track, pausing after each item so children can repeat.  4 T plays the track, pausing after each item so that children have time to repeat each phrase | | | | **Following a short simple text while listening to audio**  **Producing short simple sentences about classroom objects**  **Listening and understanding short simple sentences**  **Identifying and naming classroom objects**  **Asking questions with How many** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | My classroom | | **Unit** |
|  |  |  |  |  | | **Date** | | How many pupils are there in your class ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **interactive whiteboard, computer, mouse, book**  **keyboard, pupils, laptop desk, pen, pencil, bag,**  ***Presentation****:*  1 T asks the students to read and match. T puts the children into pairs and asks them to check their answers. T goes over the answers with the whole class.  2 T plays the track, pausing after the question, and getting the children to listen and then answer. Then T plays the answer on the recording. T continues playing the track.  3 T plays the track so the children know what they are listening for. T plays the track and pauses the after first item, so children can find the items and write the number. T gives feedback. T gets children to complete and check their answers with a partner.  T invites individual children to write on the board next to the numbers.  4a T writes the letter sounds (*w* and *ph*), points to each letter and says the sound. T plays the track, pausing after each sound and after each word to allow time for the students to repeat  4b T plays the track, pausing after each word to allow time for the students to draw the line matching the | | | | **Understanding and completing short simple texts with visual support**  **Asking and responding to simple questions**  **Following and completing a short simple text while listening to the audio**  **Recognizing and producing the sounds /w/ and /f/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | **Revision** | | **Unit** |
|  |  |  |  |  | | **Date** | | How old are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 5–6**  ***Presentation****:*  1 T plays the track, pausing after the each sentence to allow students to number the pictures. T checks the answers in class. 2 T reads the first question and answers to the children. T reads the second question to the children and elicits the answer. The children complete the questions and write answers. T calls children to the front to write the questions and answers on the board. 3 T reads the question and answer to the children. T points to another picture and elicits the question and the answer*.* T chooses a child to point and ask a question and another child to answer it.  4 T reads the questions and answers. T helps the children to complete them. T calls children to the front to write a question and answer each on the board.5 T reads the questions, points to the pictures and elicits the answers. T chooses a child to ask a question and another child to answer it. T repeats with other children, and other question and answers. 6 T asks students to look at the letter groups and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines | | | | **Listening and understanding the main idea of short texts**  **Completing questions and answers**  **Asking and answering simple questions**  **Writing basic questions and answers**  **Reviewing the sounds /ʃ/, /tʃ/, /w/ and /f/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Saudi Stars | | **Unit** |
|  |  |  |  |  | | **Date** | | Is this your classroom ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 5–6**  ***Presentation****:*  1 T reads the story to the children and elicits the words for the blanks. The children write the missing words. T reads the story again, using appropriate intonation to make the story fun.  2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half. T gets one half to read the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T reads the description. The children match the description with one of the pictures. T asks questions about Picture A and Picture C, like this: *Is it Picture A? No, it isn’t. Why? There are three rugs. / There are eighteen books.*  4 T explains to the children that they are going to write a brief description of their bedroom and then draw it. The children write the description and draw the picture. | | | | **Completing questions and answers**  **Asking and answering simple questions**  **Completing short simple texts with visual support** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | My favourite subject | | **Unit** |
|  |  |  |  |  | | **Date** | | Do you like your school ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **maths, science, English, Islamic studies, computer, science, geography, Arabic, sports**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the subject on the timetable. T plays the track again. This time, T pauses after Tom’s questions to see if children can remember Ali’s answers before continuing and checking children’s replies.  2 T plays the track, pausing after each line for children to tick or cross the chart. T checks answers. T plays the track again, pausing after each line so that children have time to repeat.  3 T plays the track, pausing after each sentence so that the children have time to repeat the sentence. T plays the track again. This time, T pauses after each sentence and asks individuals to repeat sentences, concentrating on using the correct intonation.  4 T plays the track, pausing after each line so that the children have enough time to repeat the phrases. T pauses after the children have repeated and lets them answer truthfully for themselves. | | | | **Understanding and completing short simple texts with visual support**  **Asking and responding to questions about familiar topics**  **Understanding basic information in dialogues between two speakers**  **Recognizing and producing the sounds /st/ and /kl/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | My favourite subject | | **Unit** |
|  |  |  |  |  | | **Date** | | Do you like English ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **maths, science, English, Islamic studies, computer, science, geography, Arabic, sports**  ***Presentation****:*  1T gets the children to complete the activity and check their work with a partner. T gives feedback. t gets the children to check and correct their own work.  2 T revises the questions *‘What’s your favourite subject?, I like …, Do you like …?, Yes, I do./No, I don’t.’* t gets the children to work in pairs asking and answering questions.  3 T plays the track, pausing after each item so that the children have time to find the correct box in the chart and put down their answer. T plays the track again, pausing after each item so that the children have enough time to double check their answers.  4a T writes the letters(*st* and *cl*), points to each letter and says the sound. T plays the track, pauses after each sound and after each word and allows time for the students to repeat.  4b T plays the track and pauses after each sound to allow time for the students to tick the correct picture. T asks students to repeat several times.. | | | | **Understanding and completing short simple texts with visual support**  **Asking and responding to questions about familiar topics**  **Understanding basic information in dialogues between two speakers**  **Recognizing and producing the sounds /st/ and /kl/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | The weather today | | **Unit** |
|  |  |  |  |  | | **Date** | | What is your favourite subject ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Saturday- Sunday- Monday- Tuesday- Wednesday-**  **Thursday- Friday- snowy- windy- sunny- rainy- cold cloudy- hot**  ***Presentation****:*  1 T plays the track, pausing after each question and answer so that the children have time to repeat.  2 T plays the track, pausing after each item so that the children have time to number the correct icons. T plays the track again, pausing after each question so that the children have enough time to repeat the question and then say the answer.  3 T plays the track, pausing after each item so that the children have time to find the correct picture. T plays the track again, giving children the chance to hear the dialogue again.  4 T draws a ‘7 column x 2 row’ table on the board and writes on the board the days of the week in each column. T gets the children to look at their school timetable and complete the calendar. | | | | **Understanding the main idea and the basic information in dialogues**  **Understanding short simple texts with visual support**  **Asking and answering questions about school** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **2** | | | **Lesson** | The weather today | | **Unit** |
|  |  |  |  |  | | **Date** | | **Saying the animals** | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Saturday- Sunday- Monday- Tuesday- Wednesday-**  **Thursday- Friday- snowy- windy- sunny- rainy- cold cloudy- hot**  ***Presentation****:*  1 T invites individuals to read the phrases in the word box. T asks volunteers to say which picture they think matches the phrase. T gets the children to draw a line  to match the two. 2 T plays the track, pausing after each item so that the children have time to find the correct day of the week and draw the correct weather. T monitors and checks that children are drawing the correct picture for the correct day. 3 The children use their drawing and the pictures in their books to ask and answer about the weather. 4 T asks the students to read and complete. T monitors and checks that the children are completing the gaps correctly. 5 T plays the track, pausing after each item so that children have time to number the correct days of the week. 6a T writes the letters (*ai* and *oo*), points to each letter and says the sound. T plays the track, pauses after each sound and after each word and allows time for the students to repeat. 6b T plays the track and pauses after each sound to allow time for the students to tick the correct picture | | | | **Understanding and completing short simple sentences**  **Understanding short simple texts and basic instructions**  **Asking and responding using simple questions about familiar topics**  **Spelling accurately**  **Recognizing and producing the sounds /eɪ/ and /ʊ/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Revision | | **Unit** |
|  |  |  |  |  | | **Date** | | What is your favourite subject ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 7–8**  ***Presentation****:*  1 T plays the track and shows the children the lines from Sarah to the school subjects. T plays the track again. The children draw the lines for the other subjects. T gets the children to check their answers with a partner.  2 T reads the sentence *I like maths.* The children write the other sentences. T gets the children to check their answers with a partner.  3 The children write the days of the week.t gets the children to check their answers with a partner. T plays the track. The children listen and match the school subjects with the days. T plays the track again. The children check their answers. T checks the answers.  4 T points to each of the weather pictures and elicits the weather words. T reads no. 1 and elicits the missing words. The children complete the sentences. T gets the children to check their answers with a partner.  5 T asks the students to look at the words and to think about the sounds in each one. T plays the track and asks the students to write the number next to each word as they hear the sound contained in that word. | | | | **Understanding information about school subjects .**  **Writing short simple sentences .**  **Writing high frequency words accurately .**  **Understanding the main idea in short texts**  **Completing short sentences about the weather**  **Reviewing the sounds /st/, /kl/, /eɪ/ and /ʊ/** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Saudi Stars 4 | | **Unit** |
|  |  |  |  |  | | **Date** | | How is the weather ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 7–8**  ***Presentation****:*  1 T reads the story to the children. T helps the children to circle a happy face or an unhappy face for each school subject. T checks the answers orally.  2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half. T gets one half to read the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T reads the text to the children. T helps the children to answer *number 1.* The children answer the other questions. T calls children to the front to write the answers on the board.  4 T shows the children how to combine the suggestions into a text. T adds details about subjects they like and subjects they don’t like. The children draw a picture of the class they have described. They write a description in the frame. | | | | **Understanding the main idea and the basic information in dialogues**  **Asking and responding using simple questions about familiar topics**  **Writing short simple sentences about school subjects.** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |
| **Th** | **We** | **Tu** | **Mo** | **Su** | | **Day** | | **1** | | | **Lesson** | Progress Check 2 | | **Unit** |
|  |  |  |  |  | | **Date** | | How are you ? | | | | | | **Introduction** |
|  |  |  |  |  | | **Period** | | **⃝ Visual presentation ⃝ Smart board ⃝ Electronic slides ⃝ Activity sheets**  **⃝ Activity book ⃝ Practical experiments ⃝ Paper and cork** | | | | | | **Teaching aids** |
|  |  |  |  |  | | **Class** | |
| **⃝ Sorting concepts ⃝ Ice cream sticks ⃝ Cross-training ⃝ Six hats ⃝ Competitions ⃝ Card questions ⃝ Think-Marriage-Share ⃝ Chopper cards ⃝ Numbered heads ⃝ Other ...** | | | | | | | | | | | | | | **Active learning strategy** |
| **Questions** | | | | | | | **Enrichment activity** | | **Procedure** | | | | **Objectives** | |
| **Use nonlinear information and key words** | | | | | **Tribal Ques.** | | **Practice listening for specific information and following directions.** | | ***Vocabulary***  **Revision of vocabulary from Units 5–8**  ***Presentation****:*  1 The children complete the days of the week.  2 The children look at the pictures. The children complete each sentence starting with *This, That, These* or *Those*.  3 The children read the options for each sentence. The children read each sentence and circle the correct word.  4 The children read the words in the word box. They read the dialogue. They complete the dialogue with the number of each word in the box.  5 The children read the answers. They make questions with the word cues. They write the questions. They match the questions with the answers. | | | | **Writing short simple sentences .**  **Completing short sentences .**  **Writing short simple questions** | |
| **Show the pupils flash cards of the new vocabulary and ask them to read this new vocabulary.** | | | | | **Structural Ques.** | |
| **Vary classroom activities so that there’s a good balance between whole-class activities and group and pair activities** | | | | | **Final Ques.** | |
| **Previous experience** | |
| **Use the last vocabulary to make new sentences** | |
| **Interactive links to textbook** | | | | | | | **Interactive link** | | | **Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson** | | | **Enriching information** | |
| **Targeted Skills** | | | | | | | | | | **Answer the lesson questions and accompanying activities** | | | **Home works** | |
| **⃝ listening ⃝ Speaking ⃝ Reading ⃝ Writing ⃝ Thinking** | | | | | | | | | | **Completing The Enjaz Bag** | | | **Activities of Enjaz File** | |

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| **Distribution of the syllabus Get Ready (3)** | **DATES** | | **WEEKS** |
| TO | FROM |
| Unit 1: Greating | **6/1/1441** | **2/1/1441** | **1** |
| Workbook Unit 1 | **13/1/1441** | **9/1/1441** | **2** |
| Unit 2: My Family | **20/1/1441** | **16/1/1441** | **3** |
| Workbook Unit 2 + Revision 1 | **27/1/1441** | **23/1/1441** | **4** |
| Unit 3: Good Morning | **4/2/1441** | **30/1/1441** | **5** |
| Workbook Unit 3 | **11/2/1441** | **7/2/1441** | **6** |
| Unit 4: My Clothes | **18/2/1441** | **14/2/1441** | **7** |
| Workbook Unit 4 + Revision 2 | **25/2/1441** | **21/2/1441** | **8** |
| Unit 5: Tom's House | **3/3/1441** | **28/2/1441** | **9** |
| Workbook Unit 5 | **10/3/1441** | **6/3/1441** | **10** |
| Unit 6: My Classroom | **17/3/1441** | **13/3/1441** | **11** |
| Workbook Unit 6 + Revision 3 | **24/3/1441** | **20/3/1441** | **12** |
| Unit 7: My Favourite Subject | **1/4/1441** | **27/3/1441** | **13** |
| Workbook Unit 7 | **8/4/1441** | **4/4/1441** | **14** |
| Unit 8: The Weather Today  Workbook Unit 8 + Revision 4 | **15/4/1441** | **11/4/1441** | **15** |
| Final test | **22/4/1441** | **18/4/1441** | **16** |
| Final test | **7/5/1441** | **25/4/1441** | **17-18** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 1 Greetings | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | What is your name ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks the children to practise asking and answering**  **greetings between themselves** | | | | *Vocabulary*  **1–10 / greetings**  *Presentation:*  1 T plays the CD and encourages children to follow the dialogue in their books. T plays audio again, pausing after each phrase so that the children have time to repeat.  2 T plays the CD, pausing after each line so that children have time to repeat.  3 T plays the CD, pausing after the first phrase. T makes sure that the children have written the word *name* in the correct place. T plays the audio again, pausing after each phrase so that the children have time to find the words in the correct speech bubbles.  4 T asks the children to work in pairs to practise greeting each other. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Practising language – greetings**  **Practising vocabulary – introductions**  **Following and completing a simple short text**  **.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | **1** Greetings | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks students if they can think of other words that contain the same sounds.** | | | | ***Vocabulary***  **1–10 / greetings**  ***Presentation****:*  1 T plays the CD, pausing after each phrase so that the children have time to repeat. T plays the track again, pausing after each phrase so that the children have time to repeat.  2 T plays the track, pauses after each introduction and gets the children to write the numbers. T elicits feedback by playing the CD again and pausing after each introduction. T gets children to check their work and make corrections.  3 T displays wordcards and gets the children to read after him / her. T points to a dialogue bubble and gets the children to read along with him / her. T gets the children to complete the activity and check their answers with a partner. T gives feedback by getting the children to call out completed dialogues. T gets the children to check and correct their own work.  4a T writes the letter sounds for the lesson on the board. T points to each letter/letter group in turn and says the sound. T plays the CD and pauses after each sound and after each word to allow time for the students to repeat.  4b T plays the CD and pauses after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Practising language – greetings**  **Practising vocabulary – introduction**  **Following and practising a simple short text**  **Recognizing and producing the sounds /ai/ and /u:/**  **.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 2 My family | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | What is your name ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks students to work in pairs and talk about their families** | | | | ***Vocabulary***  **family, aunt, cousin, grandfather, father , grandmother brother, sister, mother, uncle**  ***Presentation****:*  1 T plays the CD, pauses after the each sentence and asks the children to repeat. T asks the children to point to the family. T continues the track, pausing after each sentence, giving children time to find each correct family member.  2 T gets the children to complete the dialogue and check their answers with a partner. T gives feedback by asking students to read out their completed speech bubbles. T writes the phrases on the board and invites a child to complete them. T gets the children to check and correct their own work.  3 T plays the CD, pausing after each item so the children have time to find the correct family member.  4 T gets the children to take it in turns to ask the questions and answers | | | | Blackboard  Textbook  Presentations  CD  Audio | **Practicing family vocabulary**  **Following a dialogue and identifying family members**  **Reading and completing a short dialogue with basic information**  **Reading and completing short sentences** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 2 My family | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How old are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks several students to come to the board and talk about their families in front of the class .** | | | | ***Vocabulary***  **family, aunt, cousin, grandfather, father , grandmother brother, sister, mother, uncle**  ***Presentation****:*  **1 T asks children to read the family words in the box and match them to the correct family member. T checks that children are finding the correct person/people each time. T reads the words aloud and gets students to repeat them.**  **2 T gets the children to complete the words and check their work with a partners.**  **3 T plays the track, pausing after each item so that the children have time to repeat. T plays the track again, pausing after each word and gives the children time to find the correct picture and write the corresponding number. T checks the answers with the class.**  **4a T plays the track and pauses after each sound and after each word and allows time for the students to repeat.**  **4b T plays the track and pauses after each sound to allow time for the students to tick the correct picture. T says the words and asks students to repeat several times until he / she is happy that the students are all able to pronounce the words correctly.** | | | | Blackboard  Textbook  Presentations  CD  Audio | **Spelling family vocabulary**  **Understanding and completing basic information in short monologues**  **Understanding short texts with visual support**  **Recognizing and producing the sounds /ʌ/ and /əʊ/.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 2 My family | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How old are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks several students to come to the board and talk about their families in front of the class .** | | | | ***Vocabulary***  **family, aunt, cousin, grandfather, father , grandmother brother, sister, mother, uncle**  ***Presentation****:*  **1 T asks children to read the family words in the box and match them to the correct family member. T checks that children are finding the correct person/people each time. T reads the words aloud and gets students to repeat them.**  **2 T gets the children to complete the words and check their work with a partners.**  **3 T plays the track, pausing after each item so that the children have time to repeat. T plays the track again, pausing after each word and gives the children time to find the correct picture and write the corresponding number. T checks the answers with the class.**  **4a T plays the track and pauses after each sound and after each word and allows time for the students to repeat.**  **4b T plays the track and pauses after each sound to allow time for the students to tick the correct picture. T says the words and asks students to repeat several times until he / she is happy that the students are all able to pronounce the words correctly.** | | | | Blackboard  Textbook  Presentations  CD  Audio | **Spelling family vocabulary**  **Understanding and completing basic information in short monologues**  **Understanding short texts with visual support**  **Recognizing and producing the sounds /ʌ/ and /əʊ/.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Revision 1 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How old are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks several students to come to the board and introduce themselves to the class .** | | | | ***Vocabulary***  **Revision of vocabulary from Units 1–2**  ***Presentation****:*  1 T plays the track and pauses after each item. The children write the number in the correct speech bubble. T plays the audio again and pauses after each line. The children check their answers.2 T reads the first sentences, the words at the end and elicits the question. The children complete the dialogue in their books. T chooses pairs of children to read the dialogue to the class. 3 T chooses children to read the sentences in the box. T reads the beginning of the dialogue and elicits the correct option from the box. The children write the dialogue in their books. T chooses pairs of children to read the dialogue aloud.4 T helps the children to complete the first sentence. The children write the missing words in their books. T repeats with the other sentences. T puts the children into pairs and get them to checks their answers with their partners.5 T points to each of the people in the picture and helps the children to identify them. T points to each of the cousins and asks *How old is he / she?* T helps the children to answer correctly. T points to the sentences and helps the children to complete them and match with the correct pictures.6 T asks them to look at the letters and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines.**.** | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding short texts with visual support**  **Understanding and saying short texts**  **Understanding, completing and saying short texts**  **Understanding and completing sentences about families**  **Reviewing the sounds /ai/ , /u:/, /ʌ/ and /əʊ/.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Saudi Stars 1 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks several students to sing the song in front of the class** | | | | ***Vocabulary***  **Family members – greeting**  ***Presentation****:*  1 T reads the story to the children. T says *Look in picture 3. Where is his sister?* The children find his sister in the picture 3. T repeats with the other family words in the box. Children write the correct words in picture 3 from the box.  2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half. One half reads the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T points to clue number 1 and asks *Who is it?*  T helps the children to answer *He’s Ali’s uncle.* T shows the children how to write *uncle* in the crossword. T repeats with the other clues.  4 T explains that the children are going to draw two pictures and write descriptions of them. The children write and draw | | | | Blackboard  Textbook  Presentations  CD  Audio | **Reviewing family members**  **Reviewing greetings** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 3 Good morning ! | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T displays flashcards and gets children to call out the**  **name of the items .** | | | | ***Vocabulary***  **an egg - a glass of juice - a cup of tea - a lemon - a bowl of oranges**  ***Presentation****:*  1 T plays the track. T checks that the children are following in their books and finding the correct pictures.  2 T plays the track, pausing after each item so that the children understand the text and can find the item. T plays the audio recording again, pausing after each item so that the children can find the item, point it out and repeat its name.  3 Children listen to the track and find the people who are speaking and the items.  4 T plays the track, pausing after each item so that the children have enough time to draw lines from the words to the pictures  5T invites two children to the front of the class, prompts them and gets them to take it in turn to ask and answer using the question and answers. Students read in pairs. T monitors and supports any children who need help. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding the main idea in dialogues**  **Understanding food vocabulary with visual support**  **Understanding and repeating questions and answers**  **Understanding a short simple text with visual support**  **Asking and answering short simple questions** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 3 Good morning ! | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Good morning, everyone . | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks students if they can think of other words that**  **contain the same sounds .** | | | | ***Vocabulary***  **an egg - a glass of juice - a cup of tea - a lemon - a bowl of oranges**  ***Presentation****:*  1 T gets the whole class to read out the words in the word box. T gets children to complete the matching and check their work with a partner. T gives feedback by asking *What’s number ….?* ,elicits the answer and gets children to check and correct their answers.  2 T gets children to draw items and gets partners to count up the items in each other's drawings.  3 T gets the children into pairs, asks them to read and support the children who need help.  4 T tells the children to complete the gaps with vocabulary learnt in this lesson.  5a T writes the letter sounds for the lesson on the board. T reminds the pupils that the same sounds in English can have different spellings. T points to each letter in turn and says the sound. T plays the track, pauses after each sound and after each word and allow time for the students to repeat  5b T plays the track, pauses after each word to allow time for the students to draw a line from the picture to the correct letter(s) which spell the sound in the word. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding food vocabulary with visual support**  **Understanding and writing numbers 11 – 20and food vocabulary**  **Asking and responding to simple questions**  **Completing short sentences and spelling food vocabulary**  **Reviewing the sounds /iː/ and /e/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 4 My clothes | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Good morning , class . | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T writes the letters A, U, C, L, T, O, E, J, Y, R, G, B and P on the board and asks the children to name them** | | | | ***Vocabulary***  **sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours**  ***Presentation****:*  1 T plays the track and checks that children are following in their books and finding the correct pictures.  2 T plays the track, pausing after each letter so that children have time to draw lines to the colours.  3 Children listen to the track and find the people who are speaking and the items. T encourages the children to say the colours in English. T repeats with other clothes, shoes and colours.  4 T plays the track, pausing after each item so that the children have time to write the number next to the correct picture. T monitors and checks that children are finding the correct pictures. T plays the track again, pausing after each item so that children have time to check their answers. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding the main idea in dialogues**  **Understanding colours with visual support**  **Understanding a short simple text with visual support**  **Following a short simple text while listening to audio recording** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 4 My clothes | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Saying the colours | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T writes some of the words from the preceding two units on the board, points to the words at random and**  **asks the students to say the sound they have learned**  **for this word** | | | | ***Vocabulary***  **sandals, scarf, skirt, abaya, shirt, blouse, shoes, thobe, colours**  ***Presentation****:*  1 T plays the track, pausing after each item so that children have time to find the correct picture.  2 T gets children to complete the sentences and check their answers with a partner. T gives feedback by saying *What’s no….?*  3 T plays the track, pausing after each item so that the children have time to write the number next to the correct picture. T monitors and checks that children are finding the correct pictures. T plays the track again, pausing after each item so that the children have time to repeat.  4 T puts the children in pairs and asks them to read and say.  5a T writes the letters (*bl* and *gr*) and points to each letter in turn and says the sound.  T plays the track, pausing after each sound and after each word and allows time for the students to repeat  5b T plays the track, pausing after each sound to allow time for the students to tick the correct picture. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding clothes vocabulary and completing short texts at sentence level**  **Completing short sentences to describe clothes**  **Understanding short simple sentences about clothes**  **Asking and answering simple questions about clothes and colours**  **Recognizing and producing the sounds /bi/ and /gr/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Revision 2 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How old are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks students if they can think of other words that**  **contain the sounds they learned .** | | | | ***Vocabulary***  **Revision of vocabulary from Units 3–4**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the item in the picture. T goes around the class, asking children to point to the picture and say a sentence about it. 2 T reads the first dialogue to the children and asks *Which picture is it?* T helps the children to find the correct picture. T repeats with the other dialogues and gets children to check their answers with a partner. 3 T plays the track, pausing after each item so that the children have time to find the item in the picture. T plays the track again and checks the children’s answers by pointing to the items in the pictures. T helps the children to point and ask the questions about other objects in the picture and helps other children to answer. 4 T points to the first picture and asks *What is it?* T elicits *A skirt.* T reads the first question to the children and elicits the answer *No, it isn’t.* T calls a child up to the front to write the answer on the board. T repeats with the other questions. 5 T asks them to look at the words and to think about the sounds in each one. T plays the track and asks the students to write the number next to each word as they hear the sound contained in that word. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding and answering questions .**  **Understanding simple two-part dialogues about food and drink**  **Understanding and saying short sentences**  **Answering questions in English about clothes and colours**  **Reviewing the sounds /iː/, /e/, /bl/ and /gr/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Saudi Stars 2 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T chooses individual children to show their pictures**  **and read their emails to the class .** | | | | ***Vocabulary***  **Revision of vocabulary from Units 3–4**  ***Presentation****:*  1 T reads the story to the children and helps the children to complete the first sentence (*These are oranges*). The children complete the other sentences. T calls individual children up to the board. The children write one sentence each on the board.2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half and gets one half to read the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T reads the complete email to the children. T goes back to the first sentence with a blank and reads it. T asks *Who is it?* And elicits the answer *Nader*. Individually, the children work out the names and write them. T gets the children to check their answers with a partner. T asks individual children to read out one sentence each of the email.4 T shows the children the frame for drawing a picture of people in their house. When they have drawn the picture, T helps them to start writing the email. When they have finished, T helps the children to end the email. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Revising talking about clothes and colours**  **Revising asking and answering short simple questions** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Progress Check 1 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | What is your name ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T uses flashcards of clothes and colours and asks students to ask and answer questions about them .** | | | | ***Vocabulary***  **Revision of vocabulary from Units 1–4**  ***Presentation****:*  1 T reads Ali’s first speech bubble to the children and shows the children the first answer (*your*). The children read the dialogue. The children complete the dialogue.  2 T reads the first examples question and answer to the children. The children write the other questions and answers.  3 T shows the pictures to the children and reads number 1. The children complete the rest of the sentences about the pictures.  4 T shows the children the picture in Number 1 and the completed question and answer. The children complete the rest of the questions and answers.. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Revising asking and answering short simple questions**  **Revising talking about clothes and colours** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 5 Tom's house | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How old are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T invites two children to the front of the class and gets them to ask and answer questions using flashcards** | | | | ***Vocabulary***  **Bed– lamp– rug– book– desk– chair- kitchen living room– bathroom– bedroom- garden**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the correct room in the picture.  2 T plays the track, pausing after each item so that children have time to repeat. T plays the track again. This time, T pauses after each item and get children to point to the correct room.  3 T plays the track, pausing after each item so that children have time to find the correct item in the picture. T plays the track again, pausing after each sentence for children to repeat.  4 T plays the track, pausing after each line for the children to repeat. T monitors and checks that the children are saying the sentence correctly and finding the correct pictures.  5 T gets the children to read the words under the pictures. T writes questions on the left side of the board and answers on the right side: *What’s this in English? This is a …*T invites two children to the front of the class and gets them to take it in turn to ask and answer questions using the pictures in the Student’s Book. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding the main idea in dialogues**  **Identifying and talking about rooms in a house**  **Responding to simple questions with basic information**  **Understanding short simple texts with visual support**  **Identifying items in a house and responding to simple questions**  **Producing short simple sentences about objects and places** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 5 Tom's house | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Is this your house ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks students if they can think of other words that contain the same sounds.** | | | | ***Vocabulary***  **Bed– lamp– rug– book– desk– chair- kitchen living room– bathroom– bedroom- garden**  ***Presentation****:*  1 T gets the children to read the text and match to each item. T checks they are matching correctly. T gets the children to write the correct word for each picture.  T plays the track and gets the children to say the words.  2 T walks around the class, points to children’s items and asks *Is this your …?* T encourages them to respond, *Yes, it is*. or *No, it isn’t.* T gets the children to look at the pictures in their books and take it in turns to ask and answer the questions.  3 T plays the track, pausing after each item so that the children have time to write the number next to the correct picture. T monitors and checks that children are finding the correct pictures.  4a T writes the letters (*ch* and *sh*), points to each letter and says the sound. T play the track, pausing after each sound and after each word and allow time for the students to repeat.  4b T plays the track, pausing after each word to allow time for the students to draw the line matching the picture to the correct letter(s) above. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding and saying basic descriptions .**  **Asking and answering questions about ownership**  **Understanding short simple texts with visual support**  **Recognizing and producing the sounds /ʃ/ and /tʃ/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 6 My classroom | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Is this your classroom ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T plays I spy something beginning with the sound /m/ and elicits the students' answers** | | | | ***Vocabulary***  **interactive whiteboard, computer, mouse, book**  **keyboard, pupils, laptop desk, pen, pencil, bag,**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the correct item/items in the picture. T plays the track again. This time, T pauses after each question and gives children time to find and count the items and give the answers.  2 T plays the track, pausing after each item so that children have time to repeat. T plays the track again, pausing after each item so that the children have time to repeat the word. T asks individuals to repeat the words aloud.  3 T plays the track and gets the children to find the items. T plays the track, pausing after each item so children can repeat.  4 T plays the track, pausing after each item so that children have time to repeat each phrase | | | | Blackboard  Textbook  Presentations  CD  Audio | **Following a short simple text while listening to audio**  **Producing short simple sentences about classroom objects**  **Listening and understanding short simple sentences**  **Identifying and naming classroom objects**  **Asking questions with How many** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 6 My classroom | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How many pupils are there in your class ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T writes some of the words from the preceding two**  **units on the board , points to the words at random and asks the students to say the sound they have learned**  **for this word.** | | | | ***Vocabulary***  **interactive whiteboard, computer, mouse, book**  **keyboard, pupils, laptop desk, pen, pencil, bag,**  ***Presentation****:*  1 T asks the students to read and match. T puts the children into pairs and asks them to check their answers. T goes over the answers with the whole class.  2 T plays the track, pausing after the question, and getting the children to listen and then answer. Then T plays the answer on the recording. T continues playing the track.  3 T plays the track so the children know what they are listening for. T plays the track and pauses the after first item, so children can find the items and write the number. T gives feedback. T gets children to complete and check their answers with a partner.  T invites individual children to write on the board next to the numbers.  4a T writes the letter sounds (*w* and *ph*), points to each letter and says the sound. T plays the track, pausing after each sound and after each word to allow time for the students to repeat  4b T plays the track, pausing after each word to allow time for the students to draw the line matching the | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding and completing short simple texts with visual support**  **Asking and responding to simple questions**  **Following and completing a short simple text while listening to the audio**  **Recognizing and producing the sounds /w/ and /f/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Revision 3 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How old are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks a child  Is there a table in your living room?**  **and elicits the answer.**  **T repeats with other children, other objects and other rooms in the house.** | | | | ***Vocabulary***  **Revision of vocabulary from Units 5–6**  ***Presentation****:*  1 T plays the track, pausing after the each sentence to allow students to number the pictures. T checks the answers in class. 2 T reads the first question and answers to the children. T reads the second question to the children and elicits the answer. The children complete the questions and write answers. T calls children to the front to write the questions and answers on the board. 3 T reads the question and answer to the children. T points to another picture and elicits the question and the answer*.* T chooses a child to point and ask a question and another child to answer it.  4 T reads the questions and answers. T helps the children to complete them. T calls children to the front to write a question and answer each on the board.5 T reads the questions, points to the pictures and elicits the answers. T chooses a child to ask a question and another child to answer it. T repeats with other children, and other question and answers. 6 T asks students to look at the letter groups and to think about the sound each one represents. T asks them to read the words silently to themselves and to match each of the sounds with the correct symbol by drawing lines | | | | Blackboard  Textbook  Presentations  CD  Audio | **Listening and understanding the main idea of short texts**  **Completing questions and answers**  **Asking and answering simple questions**  **Writing basic questions and answers**  **Reviewing the sounds /ʃ/, /tʃ/, /w/ and /f/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Saudi Stars 3 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Is this your classroom ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T Chooses individual children to show their pictures and read their descriptions to the class** | | | | ***Vocabulary***  **Revision of vocabulary from Units 5–6**  ***Presentation****:*  1 T reads the story to the children and elicits the words for the blanks. The children write the missing words. T reads the story again, using appropriate intonation to make the story fun.  2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half. T gets one half to read the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T reads the description. The children match the description with one of the pictures. T asks questions about Picture A and Picture C, like this: *Is it Picture A? No, it isn’t. Why? There are three rugs. / There are eighteen books.*  4 T explains to the children that they are going to write a brief description of their bedroom and then draw it. The children write the description and draw the picture. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Completing questions and answers**  **Asking and answering simple questions**  **Completing short simple texts with visual support** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 7 My favourite subject | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Do you like your school ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T gets the children to ask and answer**  **questions about which school subjects they like/don’t like.** | | | | ***Vocabulary***  **maths, science, English, Islamic studies, computer, science, geography, Arabic, sports**  ***Presentation****:*  1 T plays the track, pausing after each item so that the children have time to find the subject on the timetable. T plays the track again. This time, T pauses after Tom’s questions to see if children can remember Ali’s answers before continuing and checking children’s replies.  2 T plays the track, pausing after each line for children to tick or cross the chart. T checks answers. T plays the track again, pausing after each line so that children have time to repeat.  3 T plays the track, pausing after each sentence so that the children have time to repeat the sentence. T plays the track again. This time, T pauses after each sentence and asks individuals to repeat sentences, concentrating on using the correct intonation.  4 T plays the track, pausing after each line so that the children have enough time to repeat the phrases. T pauses after the children have repeated and lets them answer truthfully for themselves. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding and completing short simple texts with visual support**  **Asking and responding to questions about familiar topics**  **Understanding basic information in dialogues between two speakers**  **Recognizing and producing the sounds /st/ and /kl/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 7 My favourite subject | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | Do you like English ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks students if they can think of other words that contain the same sounds** | | | | ***Vocabulary***  **maths, science, English, Islamic studies, computer, science, geography, Arabic, sports**  ***Presentation****:*  1T gets the children to complete the activity and check their work with a partner. T gives feedback. t gets the children to check and correct their own work.  2 T revises the questions *‘What’s your favourite subject?, I like …, Do you like …?, Yes, I do./No, I don’t.’* t gets the children to work in pairs asking and answering questions.  3 T plays the track, pausing after each item so that the children have time to find the correct box in the chart and put down their answer. T plays the track again, pausing after each item so that the children have enough time to double check their answers.  4a T writes the letters(*st* and *cl*), points to each letter and says the sound. T plays the track, pauses after each sound and after each word and allows time for the students to repeat.  4b T plays the track and pauses after each sound to allow time for the students to tick the correct picture. T asks students to repeat several times.. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding and completing short simple texts with visual support**  **Asking and responding to questions about familiar topics**  **Understanding basic information in dialogues between two speakers**  **Recognizing and producing the sounds /st/ and /kl/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 8 The weather today | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | What is your favourite subject ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T gets the children to ask and answer**  **questions about the weather and what school subjects they have .** | | | | ***Vocabulary***  **Saturday- Sunday- Monday- Tuesday- Wednesday-**  **Thursday- Friday- snowy- windy- sunny- rainy- cold cloudy- hot**  ***Presentation****:*  1 T plays the track, pausing after each question and answer so that the children have time to repeat.  2 T plays the track, pausing after each item so that the children have time to number the correct icons. T plays the track again, pausing after each question so that the children have enough time to repeat the question and then say the answer.  3 T plays the track, pausing after each item so that the children have time to find the correct picture. T plays the track again, giving children the chance to hear the dialogue again.  4 T draws a ‘7 column x 2 row’ table on the board and writes on the board the days of the week in each column. T gets the children to look at their school timetable and complete the calendar. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding the main idea and the basic information in dialogues**  **Understanding short simple texts with visual support**  **Asking and answering questions about school** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | 8 The weather today | | **Unit** |
|  |  |  |  | |  | **Date** | 2 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How is the weather ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T writes some words from all eight units in the**  **book on the board , points to the words at random and asks the students to say the sound they have learned**  **for this word** | | | | ***Vocabulary***  **Saturday- Sunday- Monday- Tuesday- Wednesday-**  **Thursday- Friday- snowy- windy- sunny- rainy- cold cloudy- hot**  ***Presentation****:*  1 T invites individuals to read the phrases in the word box. T asks volunteers to say which picture they think matches the phrase. T gets the children to draw a line  to match the two. 2 T plays the track, pausing after each item so that the children have time to find the correct day of the week and draw the correct weather. T monitors and checks that children are drawing the correct picture for the correct day. 3 The children use their drawing and the pictures in their books to ask and answer about the weather. 4 T asks the students to read and complete. T monitors and checks that the children are completing the gaps correctly. 5 T plays the track, pausing after each item so that children have time to number the correct days of the week. 6a T writes the letters (*ai* and *oo*), points to each letter and says the sound. T plays the track, pauses after each sound and after each word and allows time for the students to repeat. 6b T plays the track and pauses after each sound to allow time for the students to tick the correct picture | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding and completing short simple sentences**  **Understanding short simple texts and basic instructions**  **Asking and responding using simple questions about familiar topics**  **Spelling accurately**  **Recognizing and producing the sounds /eɪ/ and /ʊ/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Revision 4 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | What is your favourite subject ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks children to talk about their school week with**  **a partner** | | | | ***Vocabulary***  **Revision of vocabulary from Units 7–8**  ***Presentation****:*  1 T plays the track and shows the children the lines from Sarah to the school subjects. T plays the track again. The children draw the lines for the other subjects. T gets the children to check their answers with a partner.  2 T reads the sentence *I like maths.* The children write the other sentences. T gets the children to check their answers with a partner.  3 The children write the days of the week.t gets the children to check their answers with a partner. T plays the track. The children listen and match the school subjects with the days. T plays the track again. The children check their answers. T checks the answers.  4 T points to each of the weather pictures and elicits the weather words. T reads no. 1 and elicits the missing words. The children complete the sentences. T gets the children to check their answers with a partner.  5 T asks the students to look at the words and to think about the sounds in each one. T plays the track and asks the students to write the number next to each word as they hear the sound contained in that word. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding information about school subjects .**  **Writing short simple sentences .**  **Writing high frequency words accurately .**  **Understanding the main idea in short texts**  **Completing short sentences about the weather**  **Reviewing the sounds /st/, /kl/, /eɪ/ and /ʊ/** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |
| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Saudi Stars 4 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How is the weather ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks individual children to show their pictures to the class and read their texts.** | | | | ***Vocabulary***  **Revision of vocabulary from Units 7–8**  ***Presentation****:*  1 T reads the story to the children. T helps the children to circle a happy face or an unhappy face for each school subject. T checks the answers orally.  2 T plays the track so that children get the rhythm of the chant. T gets the whole class to chant out together. T divides the class in half. T gets one half to read the questions in the chant and the other half the responses. T gets the children to read the chant without the audio recording.  3 T reads the text to the children. T helps the children to answer *number 1.* The children answer the other questions. T calls children to the front to write the answers on the board.  4 T shows the children how to combine the suggestions into a text. T adds details about subjects they like and subjects they don’t like. The children draw a picture of the class they have described. They write a description in the frame. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Understanding the main idea and the basic information in dialogues**  **Asking and responding using simple questions about familiar topics**  **Writing short simple sentences about school subjects.** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |

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| **THRE.** | **WED.** | **TUE.** | **MON.** | | **SUN.** | **Day** | Progress Check 2 | | **Unit** |
|  |  |  |  | |  | **Date** | 1 | | **Lesson** |
| **-** | **-** | **-** | **-** | | **-** | **Class - Share** | How are you ? | | **Warm Up** |
| **EVALUATION** | | | | **Presentation** | | | | **Teaching Aids** | **OBJECTIVES** |
| **T asks the students to ask and answer questions about school subjects and weather** | | | | ***Vocabulary***  **Revision of vocabulary from Units 5–8**  ***Presentation****:*  1 The children complete the days of the week.  2 The children look at the pictures. The children complete each sentence starting with *This, That, These* or *Those*.  3 The children read the options for each sentence. The children read each sentence and circle the correct word.  4 The children read the words in the word box. They read the dialogue. They complete the dialogue with the number of each word in the box.  5 The children read the answers. They make questions with the word cues. They write the questions. They match the questions with the answers. | | | | Blackboard  Textbook  Presentations  CD  Audio | **Writing short simple sentences .**  **Completing short sentences .**  **Writing short simple questions .** |
| ***Learning Strategy*** |
| ***Discussion***  ***Role play***  ***Listening***  ***miming*** |
| : **⃝ oral tests ⃝ written tests ⃝ observation ⃝ discussion ⃝ exercises ⃝ activities ⃝ others...........** | | | | | | | | | ***Evaluation tool*** |
| ***Do exercises on page*** | | | | | | | | | ***Homework*** |