جدول الامتحانات النهائية للصف التاسع والعاشر لمدارس محافظة مسقط

موقع فايلاتي ⇐ المناهج العمانية ⇐ الصف الخامس ⇐ لغة انجليزية ⇐ الفصل الأول ⇐ الامتحان النهائي ⇐ الملف	
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ملفات ا كتب للمعلم ا كتب للطالب ا اختبارات الكترونية ا اختبارات ا حلول ا عروض بوربوينت ا أوراق عمل منهج انجليزي ا ملخصات وتقارير ا مذكرات وبنوك ا الامتحان النهائي ا للمدرس	المزيد من مادة لغة انجليزية:

التواصل الاجتماعي بحسب الصف الخامس

صفحة المناهج العمانية على فيسبوك				
المواد على تلغرام	التربية الاسلامية	اللغة العربية	اللغة الانجليزية	الرياضيات

المزيد من الملفات بحسب الصف الخامس والمادة لغة انجليزية في الفصل الأول

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الامتحان النهائي الدور الأول الفترة الصباحية لمحافظة الظاهرة	2
الامتحان النهائي الدور الأول الفترة الصباحية لمحافظة جنوب الباطنة	3
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English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date: 2nd.September.2024**

Class: **5**	Theme/ **Unit:** **Welcome Back**	Lesson/ **Activity:** **L1P1**	Focus skill: **Vocabulary**

Aims/ Learning outcomes: students will be able to…	**Starting the lesson:**
- revise free time activities vocabulary - reintroduce the characters with the story	T: writes "discovery team" on the board. Ss: say what they know. T: asks" what are your favorite free time activities?" Ss: answer.

Strategies /Methods	**Implementation of Approaches / Activities**	**time**	**Materials/ Resources**	**Formative Assessment**
(√) **Dialogue and discussion** ( ) **Survey** ( ) **Brainstorming** (√) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** (√) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** (√) **Peer learning** ( ) **Problem solving** **Other :_____**	**Presentation:** T: explains in this lesson ss'll meet the discovery team again and revise free time activities. **Practice:** 1.Ss: say what they see in the pictures. T: plays the audio then asks "what free time activities did you hear?" and checks comprehension with WH-Qs. Ss: answer. In groups, ss answer 2 Qs in 30 seconds. 2. Ss: read sentences and complete the missing words from the story. 3. T: asks ss to see the week planner then writes "play, have got, go, visit" Ss: see which verbs are written and which must be added. T: focuses on the Q+A and their format. Ss: in pairs, ask/ answer. 4. T: asks ss about the picture and forms some model sentences. Ss: in pairs, describe a person in the picture and guess who it is.		PowerPoint CB, p10 LS, W.1 CB,p11 WB Poster	Whole class observation Group work Individual work Pair work

Enrichment/Remedial tasks (differentiated education):	**Summative Assessment Finishing the lesson:**
En: all the tasks. Re: naming the discovery team+ freetime activities.	T: holds days of the week, draws a simple chart and says This is Hamza's week planner. On …, he's got …. Ss: listen and draw pictures.
Homework: Ss: draw a planner for 2 days about their friend and write 2 sentences about it.	**Teacher's Comments:** Since it is the 1st lesson, we may not be able to finish.

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date:** 3rd. September.2024

Class: **5**	Theme/ Unit: **Welcome Back**	Lesson/ Activity: **L1P2**	Focus skill: **Vocabulary**

Aims/ Learning outcomes: students will be able to…	Starting the lesson:
- revise free time activities vocabulary - form sentences about a weekly planner - form sentences about instant actions	T: asks ss what they remember from the story.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
(√) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement (√) Story ( ) Mind maps (√) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other :_____	**Practice:** 1.Ss: read sentences and match to pictures. 2. T: explains the task and plays the audio. Ss: listen and complete the weekly planner of Anood with the given words. 3. T: gives examples for a weekly planner "On …, I go to Chess Club…" Ss: choose 3 days of the week and write what they do. 4. T: points to a student and asks "what is …doing?" Ss: answer with "…is …ing. T: points to 2 ss and asks "what are they doing? Ss: answer with "…are …ing?" Ss: form sentences about what they are doing and match sentences to their pictures.	5mins 8mins 10mins 10mins	PowerPoint AB,p8 LS, W.2 AB,p9 WB Poster	Whole class observation Individual work

Enrichment/Remedial tasks (differentiated education):	Summative Assessment Finishing the lesson:
En: all the tasks. Re: the matching tasks.	T: Asks "Who is your favorite member of the Discovery Team? What does he or she look like?" Ss: answer.

Homework:	Teacher's Comments:
Prepare for the next lesson and know the meanings of "before, after, when".	In need for exercises on writing about weekly planners and instant actions.

Senior Teacher's Signature: **Supervisor's Signature**

Teacher: _____   **Day & date** .September.2024 _____

Class: 5	Theme/ Unit: **Welcome Back**	Lesson/ Activity: **L2P1**	Focus skill: **Grammar**

Aims/ Learning outcomes: students will be able to…
- to use the Present simple with when/before/after
- Listen and identify some details in simple texts on familiar topics

Starting the lesson:
T. Write Sunday, Monday and Tuesday on the board. Tell students to think of one activity they do each d
• Ask What do you do on Sundays/ Mondays/ Tuesdays? Elicit answers and T. check students answers verbally

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
(√) **Dialogue and discussion** ( ) **Survey** ( ) **Brainstorming** ( ) **Predict, interpret , observe** (√) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** (√) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** (√) **Peer learning** ( ) **Problem solving** **Other :** _____	**Presentation:** T: Explain that in this lesson students will use the Present simple with when, before and after. **Practice:** 1. T: Refer students to page 12. Ask different students to read out the sentences. • Students refer back to page 10 to check their answer. 2. T: Present before, when and after. Draw a line on the board and label it.T: Play the video or the audio. Ask students to listen and repeat 3. Students look at the pictures and circle individually.• T: Play the audio. Check students' comprehension using the Traffic light cards technique 4. In pairs, ask and answer. Ss Read the questions and T: check comprehension. • T: Place students in pairs for this activity. • T: Walk around the class monitoring pairs. • T: Ask pairs to demonstrate one question and answer each.	2mins 5 mins 10 mins 5mins 7mins	Powerpoint CB,p10 and 12 CB,p12	Individual work Individual work Individual work Pair work

Enrichment/Remedial tasks (differentiated education):
Give four students a phrase each (e.g., do homework, listen to music, watch TV, have a snack). Assign before, when and after to three different corners of the classroom. Tell students they must move to the correct corner for their phrase when you say some sentences, e.g. I listen to music when I study but I have a snack before I start my homework. After I do my homework, I watch TV. • Repeat with other students.

Summative Assessment Finishing the lesson:
T: Divide students into two teams, A and B by using the Lollipop stick technique. T: choose one student from each team. • T: Ask the student from Team A to say their answer to one of the questions from Activity 4 (e.g. I do my homework.) The student from Team B then has to guess what the question was (e.g. What do you do after you have dinner?). • Repeat, choosing a different student each time and alternating the team that has to guess.

Homework:
Ss: write 5 sentences in present simple in their exercise book

Teacher's Comments:

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date:** .September.2024

Class: **5**	Theme/ Unit: **Welcome Back**	Lesson/ Activity: **L2 P2**	Focus skill: **grammar**

Aims/ Learning outcomes: students will be able to…	**Starting the lesson:**
- Say sentences describing the pictures - Match pictures to sentences - form sentences about instant actions	Ask students to look at the pictures in Activity 1. • Say sentences describing the pictures, e.g. He's got a Science class; He's playing computer games. • Have students call out the picture number that matches the sentence, e.g. 3 a, 1 a. 1.Ss: read sentences and match to pictures.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
(√) **Dialogue and discussion** ( ) **Survey** ( ) **Brainstorming** ( ) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** (√) **Story** ( ) **Mind maps** (√) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** ( ) **Peer learning** ( ) **Problem solving** **Other :** _____	**Practice** 1. T Give students a moment to look at the pictures. Ask What can you see? and elicit answers. • T Play the audio. Ask for answers using the Lollipop stick technique 2. Students Look at Activity 1 and write after, before or where and do Activities 2 and 3 in pairs. Ask different students to write the answers on the board. 3. Rewrite the sentences. T Give students a few minutes to complete the activity. • T Ask for answers using the Lollipop stick technique	5mins 10mins 5mins 10mins	PowerPoint Ab pg. 10	Individual work Individual work Pair work Individual work

Enrichment/Remedial tasks (differentiated education):	**Summative Assessment Finishing the lesson:**
Have students draw two pictures and write a sentence about them like in Activity Book Activities 1 and 2. They can swap with other fast finishers and check each other's work using the Two stars and a wish technique	Students close their books. Redraw the line on the board from Class Book Lesson 2 Part 1, Activity 2. Ask different students to say sentences using the actions above the line. • Then ask students to say their own sentences with their own ideas. Encourage them to use their imagination. • Ask Do you understand before, when and after? Can you use them in a sentence?

Homework:	**Teacher's Comments:**
Write a short paragraph using "before, after, when". Describing their daily routine	

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date:** .September.2024

Class: 5	**Theme/ Unit:** **Welcome Back**	**Lesson/ Activity:** **L3P1**	**Focus skill: Vocabulary**

Aims/ Learning outcomes: students will be able to…
- revise adjectives for appearance.
- Describe someone's physical appearance.
- Identify people from physical description.

Starting the lesson:
T: in groups asks ss to list descriptive words they know.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) **Dialogue and discussion** ( ) **Survey** (√) **Brainstorming** ( ) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** ( ) **Story** ( ) **Mind maps** (√) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** (√) **Peer learning** ( ) **Problem solving** **Other :_____**	**Presention:** T: explains that in this lesson ss will revise and use adjectives to describe the appearance of people. **Practice:** Ss: think of words they know to describe hair. T: holds FCs of hair, a beard and moustache. Ask *Do you know what these are?* and elicits answers. Ss: refer to page 13 and look at the photos. T: plays the audio. Asks students to listen, point and repeat. 1. Ss: write more descriptive words on the board. 2. Ss Listen and read the poem. T: asks Qs: *Why is the family unusual? What's Thuriya's brother's name? How do we know Thuriya likes her family being unusual?* 3. T: explains how to describe person's hair. Ss: in pairs describe and guess who is it from the poem. AB, 1. Ss: label words to their pictures. T: checks their work by the lollipop stick technique. 2. Ss: look at the picture and describe the hair of the hotel guests. T: plays the audio. Ss: listen and match the guests to their names. 3. Ss: in groups, describe 3 ss in their class and then their friends try to guess who it is. T: walks around monitoring groups.	5mins 10mins 10mins 10mins	PowerPoint A4p FC&WC CB, p13 Audio	Whole class observation Individual work pair observation

Enrichment/Remedial tasks (differentiated education): En: all the tasks. Re: the matching tasks.	**Summative Assessment Finishing the lesson:** *using lollipop technique T asks number of ss to look at FCs and write the words.
Homework: Draw and write a description for any cartoon character they choose.	**Teacher's Comments:** The teacher may not be able to do all the tasks in one period.

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date:** September.2024 __

Class: **5**	Theme/ Unit: **Talent Show**	Lesson/ Activity: **L4P1**	Focus skill: **Vocabulary**

Aims/ Learning outcomes: students will be able to…
- learn and use personality adjectives.

Starting the lesson:
T: draws a face on the board. Ss draw some faces on the board.
T: asks Ss to say a word that describes people. Ss cannot repeat an already mentioned word.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
(√) **Dialogue and discussion** ( ) **Survey** (√) **Brainstorming** ( ) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** ( ) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** (√) **Peer learning** ( ) **Problem solving** **Other :** _____	**Presentation:** T: Explain that in this lesson Ss will learn to describe people's personalities. **Practice:** 1. T asks Ss to look at the picture and tell what can they see. T: writes an example on the board and ask Ss to point to him. Use the Unit 1 poster or the flashcards if necessary, to remind Ss. 2. T asks students to describe one person they can see. The other students point to the person. 3. T. Writes tidy and untidy on the board. Drop a bottle on the floor and say Look. I'm untidy. Then pick up the bottle and drop it in the bin. Say Now, I'm tidy. 4. T: teaches the new vocabulary. Prompt with questions, e.g. What's he/she doing? Is he/she smiling? Ss answer. T Plays the audio, Ss listen, point, repeat and write the missing word. 5. T: Gives Ss one minute to work in pairs to find the personalities and write the missing word.	5m 8m 7m 8m 10m	Unit 1 flashcards Unit 1 poster photocopiable 1A	Whole class observation Group work Individual work Pair work

Enrichment/Remedial tasks (differentiated education):
En: all the tasks. Re: naming the flashcards photo.

Summative Assessment **Finishing the lesson:**
T: Divides Ss into groups to play Numbers with the Unit 1 flashcards.
T: asks Ss what have they learnt today?

Homework:
Ss study and write the personality adjectives in their exercise book.

Teacher's Comments:
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Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024** __

Class: **5** .	Theme/ Unit: **Talent Show**	Lesson/ Activity: **L4P2**	Focus skill: **Vocabulary**

Aims/ Learning outcomes: students will be able to…
- to learn and use personality adjective.

Starting the lesson:
(play a game)
T shows Ss unit 1 flashcards and say the adjective, if it is incorrect, Ss have to correct the teacher

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other :_____	**Practice:** 1.Ss: look at the class book page 14 and complete the sentences. Then they have to check their answers with their partners. 2. Ss: should look at the picture and write in the column on the left first, then they should look at their adjectives again and write the opposites. * **I'm learning**: Ss read the I'm learning box and understand how some words can be organized in opposite pairs like, friendly and unfriendly. 3. Ss: look at activity 2 and number the sentences. Play a guessing game by using the sentences in their class book to guess the personality. * Ss write the sentences in their note books for the opposite words.	7 mins 10mins 10mins 10mins	CB,p14 + Act B. p 12 Act B p: 12 Thesaurus Notes book	Whole class observation Group work Individual work Pair work

Enrichment/Remedial tasks (differentiated education): T: asks Ss to form a correct sentence describing people: (she's very shy.) (He is friendly.)	Summative Assessment **Finishing the lesson:** T: asks Ss to work in pairs and draw 12 boxes in their notebooks, they should remember the twelve new words and write them in the boxes
Homework: Ss make a list of adjectives and their opposites for people appearance.	Teacher's Comments: .

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date:** _____

Class: **5**	Theme/ Unit: **Welcome Back**	Lesson/ Activity: **L4P1**	Focus skill: **Vocabulary**

Aims/ Learning outcomes: students will be able to…	**Starting the lesson:**
- To learn and use vocabulary for hobbies. - To learn and use be good at.	To ask what are your hobbies? What are you doing?

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
(√) **Dialogue and discussion** ( ) **Survey** ( ) **Brainstorming** (√) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** (√) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** (√) **Peer learning** ( ) **Problem solving** **Other :** _____	**Presentation:** Ss Talk about hobbies and what are good at doing. **Practice:** 1.Ss: listen, point and repeat. T . teach PS the words. Ss read and point 2. Ss: listen to song try to repeat it with some action. 3. Ps listen and repeat. Ask what word do we add after good. 4. In pairs ask and answer what are you great at? What aren't you good at?.	5mins 10mins 5 min 10mins 10	PowerPoint CB, p10 LS, W.1 CB, p11 WB Poster	Whole class observation Group work Individual work Pair work

Enrichment/Remedial tasks (differentiated education):	Summative Assessment **Finishing the lesson:**
En: all the tasks. Re: draw hobbies that they like.	Ask do you like the song? ca you remember it without looking at the book?

Homework:	Teacher's Comments:
Write two sentences about thing that like it.	.

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024** __

Class: **5**	Theme/ **Unit:** **Talent Show**	Lesson/ **Activity:** **L4P2**	Focus skill:

Aims/ Learning outcomes: students will be able to...	Starting the lesson:
• Recall and use vocabulary for hobbies. • Use **"be good at"** in a sentence -	T: Ss recall vocabulary of hobbies using **picture dictation** game.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) **Dialogue and discussion** ( ) **Survey** ( ) **Brainstorming** ( ) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** ( ) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** ( ) **Peer learning** ( ) **Problem solving** **Other :**_____	**Presentation:** 1. T asks the Ss to open their AB p.15 and read act.1.Ss match the two parts to make a phrase and write the number next to the picture. In groups Ss check their answers together. 2. T explains act. 2 for Ss.Ss listen to the audio and tick the correct things Halima is good at.Ss check their answers in pairs. 3. In act.3 Ss compete individually the sentences using their answers in act.2. **Practice:** In pairs Ss work together to tick things their partner good at using different color. **Dictation:** • T asks Ss to open their notebooks and get ready for a short dictation. • T plays the audio (1.9) for Ss to individually listen and write the words. • T & Ss check answers as a class		AB FC Pp Sound player WB Photocopiable	Whole class observation Peer work

Enrichment/Remedial tasks (differentiated education): In pairs Ss write sentences about what their friends are good /great/ not good / terrible at.	Summative Assessment Finishing the lesson: T: T asks Ss about what they have learnt using the summative and thought-provoking questions technique. Today I have learnt…. on the board and have Ss complete the sentence.
Homework: T ask Ss to do photocopiable 1B	Teacher's Comments: .

Senior Teacher's Signature:	Supervisor's Signature

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date:** September.2024 ___

Class: 5	Theme/ Unit: **Talent show**	Lesson/ Activity: **L5 P2**	Focus skill: **Writing + speaking**

Aims/ Learning outcomes: students will be able to…
- Talk about good manners in different countries.
- Write about good manners in Oman.
- Make good manner book about Oman.

Starting the lesson:
T: Asks SS about some good manners they remember from the previous lesson.
T: T asks: What are some good manners in Oman?

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
(√) **Dialogue and discussion** ( ) **Survey** (√) **Brainstorming** ( ) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** ( ) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** ( ) **Peer learning** ( ) **Problem solving** **Other :**_____	**Presentation:** T: Elicits ideas about who this information would be useful for (possible answers: people from other countries visiting Oman on holiday, people moving to Oman from other countries, students coming to Oman to study, people visiting Oman for work.) **Practice:** -SS practice the dialogue on their CBs. -Ss use the given phrases to make their own sentences. - Ss listen and repeat dialogues. - Ss make manner books with their own. - Ss compare their books with their partners. -SS present their books to their colleagues.		P.P presnt. CB 21 WB Poster Photocopy Page 20	Whole class observation Group work Individual work Pair work

Enrichment/Remedial tasks (differentiated education):
Ss act their manners tro the class or make sketches about manners.

Finishing the lesson:
T: making presentations about their manners books

Homework:
Write 3 sentences about manners around the world

Teacher's Comments:
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Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024** __

Class: **5** .	Theme/ **Unit:** **Talent Show**	Lesson/ **Activity:** **L5P2**	Focus skill:

Aims/ Learning outcomes: students will be able to… -	**Starting the lesson:** T: T:

Strategies /Methods	**Implementation of Approaches / Activities**	**time**	**Materials/ Resources**	**Formative Assessment**
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story () Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play () Peer learning () Problem solving Other :_____	**Presentation:** T: **Practice:**			

Enrichment/Remedial tasks (differentiated education):	**Summative Assessment Finishing the lesson:** T:
Homework:	**Teacher's Comments:** .

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date: September.2024** __

Class: **5**	Theme/ **Unit:** **Talent Show**	Lesson/ **Activity:** **L6P1+2**	Focus skill:

Aims/ Learning outcomes: students will be able to…
-

Starting the lesson:
T:

T:

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other :_____	**Presentation:** T: **Practice:**			

Enrichment/Remedial tasks (differentiated education):	**Summative Assessment Finishing the lesson:** T:
Homework:	**Teacher's Comments:** .

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date: September.2024** __

Class: 5	Theme/ **Unit:** **Talent Show**	Lesson/ **Activity:** **L7P1+2**	Focus skill:

Aims/ Learning outcomes: students will be able to…	**Starting the lesson:**
-	T: T:

Strategies /Methods	**Implementation of Approaches / Activities**	**time**	**Materials/ Resources**	**Formative Assessment**
( ) **Dialogue and discussion** ( ) **Survey** ( ) **Brainstorming** ( ) **Predict, interpret , observe** ( ) **Collaborative learning** ( ) **Figure 7the cognitive** ( ) **Measurement** ( ) **Story** ( ) **Mind maps** ( ) **Inductive exploration** ( ) **Learning by doing** ( ) **Role play** ( ) **Peer learning** ( ) **Problem solving** **Other :_____**	**Presentation:** T: **Practice:**			

Enrichment/Remedial tasks (differentiated education):	Summative Assessment **Finishing the lesson:** T:
Homework:	**Teacher's Comments:** .

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024** __

Class: **5** .	Theme/ **Unit:** **Talent Show**	Lesson/ Activity: **L8P1**	Focus skill:

Aims/ Learning outcomes: students will be able to… - Identify the answer from the audio text. - Talk about someone in their family	**Starting the lesson:** T: T. asks Ss. about the meaning of the word (thieves) and define if it is singular or plural.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) Dialogue and discussion ( ) Survey (√) Brainstorming (√) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration (√) Learning by doing ( ) Role play (√) Peer learning ( ) Problem solving Other :_____	**Presentation:** T: **Practice:** **CB p 24 Act.**1 Ss. read the instruction of the act. Then listen to audio (1.17). T. checks the Ss' answers and gives feedback. **CB p 24 Act.**2 Ss. read the rubric of the act. T. asks the Ss. to read the conversation between the student and her partner. T. gives Ss. Feedback.		CB Audio (1.17) Power point presentation	Whole, Group, and Individual observation. T monitors individual & group response to various tasks.

Enrichment/Remedial tasks (differentiated education): T. gets Ss. to write the names of the family members. (father – mother – sister – brother – uncle ,.......)	Summative Assessment **Finishing the lesson:** T: T. gets the Ss. to describe one of the family members.
Homework: Search about the meaning of (and – but – so - because)	**Teacher's Comments:** .

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024** __

Class: 5	Theme/ Unit: **Talent Show**	Lesson/ Activity: **L8P2**	Focus skill: **Writing & Grammar**

Aims/ Learning outcomes: students will be able to…
- read for the specific information and details.
  Use the linking words (and – or - but – so – because) to link ideas and write about someone important in their life

Starting the lesson:
T: T. asks Ss. to talk about themselves. What is your name? How old are you? What is your favorite sport?

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other : _____	**Presentation:** T: **Practice:** **CB p 24 Act.3** Ss. read the instruction of the act. Ss. read the description. Japanese student Maite is describing her granny. Then Ss. define What doesn't her granny like. T. checks the Ss' answers and gives feedback. **SB p 19 Act.1** Ss. read the rubric of the act. T. asks the Ss. to complete the sentences 1-5 using linking words. T. checks Ss' answers and gives feedback.		SB CB PowerPoint presentation	Whole, Group, and Individual observation. T monitors individual & group response to various tasks.

Enrichment/Remedial tasks (differentiated education): T. gets Ss. to complete a simple sentence using a linking word.
((I didn't go to school yesterday …… I was ill.))

Summative Assessment Finishing the lesson:
SB P19 Act 2 T gets the Ss. to read the rubric and instruction of the act. T. gets the Ss. to complete the task. T. checks Ss, writings and gives feedback.

Homework:
  Complete the task in Act 2 on p19 of the SB.

Teacher's Comments:
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Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____	**Day & date: September.2024**

Class: 5	**Theme/ Unit:** **Talent Show**	**Lesson/ Activity:** **L9P1+2**	**Focus skill:** **Vocabulary & Grammar**

Aims/ Learning outcomes: students will be able to…	**Starting the lesson:**
- Review unit language vocabulary. - Revise comparatives and superlatives.	T: Asks Ss a key question about reviews, e.g. Why is it important to revise vocabulary& grammar? Accept all reasonable answers.

Strategies /Methods	**Implementation of Approaches / Activities**	**time**	**Materials/ Resources**	**Formative Assessment**
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other :_____	**Presentation:** T: Explains that in this lesson Ss will do revision of the unit vocabulary and then play a game. T: Revises the personality adjectives by writing them on the board with the vowels missing. Ask different Ss to complete the words. T: Revises the hobbies by writing the nouns on the board. Ask different students to write the missing verbs. Ex: (bake) a cake - (throw) a ball. T: Writes tall – taller – the tallest on the board. Ask students to work in pairs and tell each other the comparatives and superlatives of: big, tidy, confident, good, bad **Practice:** T: Divides the class into two teams. Monitor the game, award points and give Ss two minutes to think of three extra questions. T: Refers Ss to page 25. Ss write the missing words, comparing their answers in pairs. Ss read out the complete sentences. T Explains that they will need to use the comparative or superlative form of the adjective	5m 7m 8m 7m 5m 5m 3m	16-word cards from Lesson 4 photocopiable 37	Whole class observation Group work Individual work Pair work

Enrichment/Remedial tasks (differentiated education):	**Summative Assessment** **Finishing the lesson:**
En: all the tasks. Re: speaking about hobbies.	T: Writes on the board I can.. , I am good at .., I am not very good at … Ss copy the sentences into their notebooks and complete them with their own evaluation. T: asks different Ss What do you need to practice more? How can you do that? What are you already doing?

Homework:	**Teacher's Comments:**
Ask Ss to write sentences about comparatives and superlatives.	.

Senior Teacher's Signature:	**Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024**

Class: 5	Theme/ Unit: **Talent Show**	Lesson/ Activity: **L10P1+2**	Focus skill: **listening/reading/speaking**

Aims/ Learning outcomes: students will be able to...
- to practice for A1 Movers
Reading and Writing Parts 2 and 4, Listening Part 4,
- and Speaking Part 4.

Starting the lesson:
• **1.6** Play the karaoke version of the song from Lesson
4 and encourage students to sing.

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other :_____	**Presentation** • Explain that in this lesson students will revise the work from the unit and practice for the A1 Movers exams. • Tell students that this is a practice test and they shouldn't be nervous about completing it. • Ask students to look at the gap numbered 1 in the text, and then to look at the three words numbered 1 below the text. • Explain that students need to choose one of the three words to go in the gap. • Read the Exam tip and remind students that they should read all the words. They shouldn't just choose the first word that looks like it might be right. • Read the first sentence and elicit the answer as an example. • Students then work individually to complete the activity.	5ms 10ms 10ms 10ms 5ms	Class book Activity book pictures Audio Data show	Collaborative work Pair work Individuals Class observation

Enrichment/Remedial tasks (differentiated education):

Ss write sentences about one of their friends. Write prompts on the board if necessary, e.g. *My friend's got … . He's/She's … . He's/She's goodat … .*
• Suggest students keep their work in their portfolios (see page 15).

Summative Assessment Finishing the lesson:
• Using the Summative and thought-provoking questions technique (see page 15), ask *How did you get on in Unit 1? Which lesson did you like best? Which words were the easiest and most difficult to remember?*
• Congratulate students on completing the unit.

Homework:
Ss write 3 sentences about their friends.

Teacher's Comments:
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Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____   **Day & date: September.2024** __

Class: 5	Theme/ Unit: **Talent Show**	Lesson/ Activity: **FCL**	Focus skill:

Aims/ Learning outcomes: students will be able to…	Starting the lesson:
-	T: T:

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment
( ) Dialogue and discussion ( ) Survey ( ) Brainstorming ( ) Predict, interpret , observe ( ) Collaborative learning ( ) Figure 7the cognitive ( ) Measurement ( ) Story ( ) Mind maps ( ) Inductive exploration ( ) Learning by doing ( ) Role play ( ) Peer learning ( ) Problem solving Other :_____	**Presentation:** T: **Practice:**			

Enrichment/Remedial tasks (differentiated education):	Summative Assessment Finishing the lesson: T:
Homework:	Teacher's Comments: .

Senior Teacher's Signature: **Supervisor's Signature**

English Language Lesson Preparation- 2024/2025

Teacher: _____ **Day & date:** _____

Class: 5	Theme/ Unit: **Welcome Back**	Lesson/ Activity: **GRL option A**	Focus skill: **Reading & Listening**

Aims/ Learning outcomes: students will be able to…
- Scan the text for specific information.
- Review the phonics and language form.

Starting the lesson:
T asks Ss related questions to the story:
*Can you bake a cake?
*Who is good at baking a cake?

Strategies /Methods	Implementation of Approaches / Activities	time	Materials/ Resources	Formative Assessment

(√) **Dialogue and discussion**
 ( ) **Survey**
 ( ) **Brainstorming**
 (√) **Predict, interpret , observe**
 ( ) **Collaborative learning**
 ( ) **Figure 7the cognitive**
 ( ) **Measurement**
 (√) **Story**
 ( ) **Mind maps**
 ( ) **Inductive exploration**
 ( ) **Learning by doing**
 ( ) **Role play**
 (√) **Peer learning**
 ( ) **Problem solving**
 Other : _____
	Presentation:
	 T: explains in this lesson that Ss are going to read and listen to a story and also will complete reading comprehension activities.
	 Practice:
	    * Before Reading
	 1) . T encourages ss to look at the picture and read the title of the story.
	   . T directs ss to read the questions and try to answer them.
	 2) . T plays the audio and have ss read along.
	   . T reminds ss to look at the illustrations.
	    * After Reading
	 1) T asks ss to read the sentences to choose the correct words.
	 2) Ss ask and answer the questions.
	 Phonics:
	 1) T writes some words today /eɪ/ , chair /eə/.
	 2)T motivates ss to find words that contain these sounds.
		5 mins
		
		 10 mins
		
		 5 mins
		
		 10 mins
		
		 10 mins
			PowerPoint
			
			 CB,p28-31
			
			 AB p(114) act:1,2
			
			 G.R 1.1
			
			 AB p (114) act: 3
				Whole class observation
				
				 Group work
				
				 Individual work
				
				 Group work
				
				 Pair work

Enrichment/Remedial tasks (differentiated education):
En: lead the class in reading the story.
Re: read some selective words.

Summative Assessment **Finishing the lesson:**
T asks Ss which character was their favorite and encourages them to give reasons for their answers.

Homework:
Answer some related questions to the story.

Teacher's Comments:
Since it is the 1st lesson, we may not be able to finish.

Senior Teacher's Signature: **Supervisor's Signature**