

Date	Class	Period

Subject Matter  
**Review 1**  
**Story Time**  
*S.B & W.B Page 13*

**Warm up :** 2. Review Units 1–3 Conversations, Vocabulary, and Patterns. Students turn to each Conversation Time page (pages 1, 5, and 9), Word Time page (pages 2, 6, and 10), and Practice Time page (pages 3, 7, and 11). Elicit each conversation, vocabulary item, and pattern s.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson , students will be able to :</i></p> <p>- revise units 1–3 conversations, vocabulary, and patterns</p>	<p>✓ Student's Book page 13</p> <p>✓ Work book page 13</p> <p>✓ Green Board</p> <p>- Coloured Chalk</p> <p>- CD player</p>	<p><b>Review Focus:</b> Units 1–3 conversations , vocabulary, and patterns</p>	<p>❖ Brain Storming</p> <p>❖ Problem Solving</p> <p>❖ Role-play</p> <p>❖ self-learning</p>	<p><b>Work with the Pictures</b> .Students open their Student's Books to page 13 Divide the class into groups of three. Groups find and name any items or characters they recognize in the six scenes.</p> <p><b>Work with the Text</b> Point to Sokkar's speech bubble in Scene 1. A volunteer tries to read what Sokkar is saying. If he/she reads correctly, do the same with Sokkara's speech bubble. If he/she does not read correctly, ask another student.</p> <p><b>Practise the Story</b> <b>A. Listen and repeat.</b> <b>B. Look at A. Listen and point.</b> <b>C. Listen. Circle True or False.</b> 1. Sokkar helps Sokkara. <i>Sokkar helps Sokkara.</i> 2. Sokkar is strong. <i>Sokkar is strong.</i> 3. Sokkar cooked breakfast. <i>Sokkar cooked breakfast.</i> 4. Sokkar isn't hungry. <i>Sokkar isn't hungry.</i> 5. Sokkara says, "It's time for breakfast!" <i>Sokkara says, "It's time for breakfast!"</i> <i>Answer Key:</i> 1. True 2. True 3. False 4. False 5. True <b>D. Role-play these scenes.</b> Ask students what roles are needed to roleplay the conversation. List the roles on the board (Sokkar, Sokkara).</p>	<p><b>Workbook Page 13</b> <b>Answer Key</b> <b>A. Match and write.</b> <i>Answer Key</i> 1I think 2.okay. treat. 3. Let's 4. Okay/ careful. 5. having <b>B. What did you do? Look and write.</b> <i>Answer Key</i> 1. I fed the pets in the morning. 2. I cooked breakfast in the morning. 3. I washed the pots and pans in the afternoon. 4. I saw a show in the afternoon. 5. I took out the rubbish in the evening. 6. I hung up the clothes in the evening. 7. I put away the groceries at night. 8. I played cards at night.</p>	<p><u>10MS</u></p> <p><u>20Ms</u></p>
Activity	<p><b>Choose the correct answer:</b> 1- Let's [eat - drink - slide - cry ] lunch. 2- He [buy - bought - buys - buying ] tickets yesterday. 3- We went [in - on - at - for ] a ride last night. 4- What are you going [have - had - to have - having ]?</p>			Home-assignment	<p><b>Punctuate the following sentences :</b> 1- i met heba and mona yesterday 2- is samy going to visit his uncle on friday</p>	

Self-evaluation :

Date	Class	Period

Subject Matter  
**Review 1**  
**Activity Time**  
*S.B & W.B Page 14*

**Warm up :** Review Units 1–3 Vocabulary, Patterns, and Sounds. Students turn to each Word Time page (pages 2, 6, and 10), Practice Time page (pages 3, 7, and 11), and Phonics Time page (pages 4, 8, and 12). Elicit each vocabulary item, pattern, and sound.

Learning Objectives	Teaching aids	Content	Teaching Strategies	Procedures	Assessment	Time
<p><i>By the end of the lesson, students will be able to :</i></p> <ul style="list-style-type: none"> <li>- revise units 1–3 vocabulary, patterns, and sounds</li> </ul>	<ul style="list-style-type: none"> <li>✓ Student's Book page 10</li> <li>✓ Work book page 10</li> <li>✓ Green Board</li> <li>- CD player</li> <li>- Picture cards</li> </ul>	<p><b>Review Focus:</b> Units 1–3 vocabulary, patterns, and sounds)</p>	<ul style="list-style-type: none"> <li>❖ Brain Storming</li> <li>❖ Problem Solving</li> <li>❖ Cooperative learning</li> </ul>	<p><u>Review</u> Students open their Student's Books to page 14.  <b>A. Read and find the picture. Then write the letter</b>  <i>Answer Key:</i> 1. c 2. a 3. e 4. b 5. f 6. d  <b>B. What did they do? Listen and circle a or b.</b>            1. <i>Did they laugh at jokes?</i>  <i>No, they didn't. They played cards.</i>            2. <i>She took pictures. She didn't buy tickets.</i>            3. <i>What did he do?</i>  <i>He did the laundry.</i>            4. <i>Did he clean the tent?</i>  <i>Yes, he did.</i>            5. <i>They saw a show. They didn't have dinner.</i>            6. <i>What did she do?</i>  <i>She fed the pets.</i>  <i>Answer Key:</i> 1. b 2. b 3. a 4. b 5. a 6. a  <b>C. Read the word. Then write the past form.</b>  <i>Answer Key:</i>            1. <i>bought</i> 2. <i>did</i> 3. <i>drank</i> 4. <i>ate</i> 5. <i>fed</i> 6. <i>went</i>            7. <i>hung</i> 8. <i>had</i> 9. <i>made</i> 10. <i>put</i> 11. <i>saw</i> 12. <i>set</i>            13. <i>swept</i> 14. <i>took</i> 15. <i>won</i></p>	<p><u>Workbook</u>  <u>Page 14</u>  <b>A. Read and write.</b>  <i>Answer Key</i>            1 No, she didn't. She washed the pots and pans.            2. Yes, he did.            3. He ate candy floss. 4. They had lunch..            5. They made the bed.            6. He hung up the clothes.  <b>B. Write the words in the correct category.</b>  <i>Answer Key</i>  <i>cleaned:</i> called, climbed, played, watered, listened  <i>cooked:</i> walked, asked, talked, washed, brushed  <i>weeded:</i> invited, planted, waited, roasted, dusted</p>	<p><i>5 MS</i></p> <p><i>10Ms</i></p> <p><i>20Ms</i></p>
<p><b>Activity</b></p>	<p><u>Rearrange the following words:</u>            1- to - <b>She</b> - listens - stories . 2- say - <b>Did</b> - turn - you - right ? 3- time - for - <b>It's</b> - breakfast.            4- you - <b>What</b> - are - eating ?</p>		<p><b>Home-assignment</b></p>	<p><u>Circle the odd word and replace it with a correct one:</u>            1- invited    greeted    bread    weeded .....            2- water    juice    cheese    lemonade .....            3- zoo    car    bus    taxi .....</p>		

Self-evaluation :

