**Unit Nine: There is a big museum  Page No (1)**

**Previous Learning: unit8 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 9/2/2022 to 12/2/2022 Theme : simple present/ There is-are/Are –Is there a**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use the new words through flashcards.**
* **Respond to short, simple questions correctly.**
* **Say two-syllable words with the correct stress.**
* **Talk about locations using "there is/are- Are there any /Is there a ?**
* **Talk about locations using the correct preposition.**
* **Listen to and act out the story.**
 | **3rd grade SB. P.34****Activity Book P. 34 ex. 1+2****Wall chart****Flashcards: hill, market, museum, Roman theatre, train station** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. T. and ss. revise the seasons and weather words, talking about their favourite seasons and their favourite food for lunch. What their sister or Dad doing.****T. introduces the new unit through holding the wall chart: In towns and cities, asking several questions as to elicit the new items; is there a market in your village? ..etc.****T. draws some buildings on the board saying: there is a school and there is a shop next to it. T. says the location and ss. point to the correct picture and repeat them. A s. holds up a flashcard and say a complete sentence.****Ss. open their SBs and say who they can see and where they are and what they can see(buildings). They listen to the recording and point to each picture then they repeat. They have their turns to act out the story.****Now, T. asks more detailed questions on each picture separately. They move to the A.B to do the 1st and 2nd exercises. T. checks their work and encourage them.** | **15 mins****30 mins****20 mins****25 mins****25-30 mins****15 -20 mins** |

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| **Day & Date** | **Section** | **Period** | **Fulfilled Outcomes**  | **Homework** |
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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Nine: There is a big museum  Page No (1)**

**Previous Learning: unit8 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 13/2/2022 to 16/2/2022 Theme : simple present/ There is-are/Are –Is there a**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Revise the new words using flashcards.**
* **Talk about locations using "there is/are- Are there any /Is there a ?**
* **Talk about locations using the correct preposition.**
* **Act out the story.**
 | **3rd grade SB. P.34****Activity Book P. 34 ex. 1+2****Wall chart****Flashcards: hill, market, museum, Roman theatre, train station** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **1** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. T. and ss. revise the new words given in this unit through holding the wall chart: In towns and cities, and the flashcards.****T. sticks some drawings of buildings on the board saying: there is a school and there is a shop next to it. T. says the location and ss. point to the correct picture and repeat them. She asks them Is there a ? Are there..? teaching them singular and plural.****T. writes the rules on the board.** **Ss. open their SBs to read. They have their turns to act out the story.** **They move to the A.B to do the 1st and 2nd exercises. T. checks their work and encourages them.** | **15-20 mins****25 mins****30 mins****15 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Nine: There is a big museum  Page No (1)**

**Previous Learning: unit8 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 18/2/2022 to 20/2/2022 Theme : simple present/ There is-are/Are –Is there a**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Describe pictures, places and people in short sentences.**
* **Ask and answer about locations using present simple with (be)**
* **Talk about locations using the correct preposition.**
* **Read a text about town to answer some questions.**
* **Pronounce diphthongs correctly.**
* **Talk about their towns.**
 | **3rd grade SB. P.35****Activity Book P. 35 ex. 3****Wall chart****SB p36****ABP. 35 EX4****Flashcards: hill, market, museum, Roman theatre, train station****SBp/ 37****(Hotel- hospital)**AB. Pp.36-37 ex. 5+6+7 | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **1** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. T. and ss. revise the new words quickly.**  **In their SBs, they look at the pictures and describe them using simple sentences. There is a museum next to the shops. Then, they listen to the recording and tick or cross the sentences according to the text they listen to. The whole class checks their answers.** **They open their activity book to do more practice describing each picture. T. marks their Activity books.****Ss. open their SBs to practise asking and answering questions with (Is or Are there? They have their turns to do so.****After practicing all the words learned, they do exercise (4) in their activity book.** **They read the paragraph for 4 mins individually. Then, they read some parts of it aloud. Now, T. asks questions on each part. In pairs, ss. ask and answer the questions.** **Ss. look at the pictures saying what they can see. They listen to the cassette and repeat. Ss. talk about their cities forming correct sentences.****Now, they do the rest exercises of 6+7 practicing the present s.** | **5-10 mins****10-15 mins****20 mins****25 mins****35 mins****15-20 mins****10 -15 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements………………………………………………………………………………….**

 **Unit Nine: There is a big museum  Page No (1)**

**Previous Learning: unit8 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 23/2/2022 to 23/2/2022 Theme : simple present/ There is-are/Are –Is there a**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Revise and talk about locations using present simple with (be)**
* **Act out the story.**
* **Pronounce diphthongs correctly.**
 | **Wall chart****SB p34****Flashcards: All the flashcards of the unit** | **1/10****1/7** | **3/1****4/3** | **2** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. T. and ss. revise the words of the unit using the flash cards.** **In their SBs, they look at the pictures, choose their roles and act out the story. T. listens to them and corrects any pronunciation mistakes.** | **15 mins****30 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements………………………………………………………………………………….**

 **Unit Ten: You must sit down  Page No (1)**

**Previous Learning: unit 9 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 25/2/2022 to 27/2/2022 Theme : obligation/ must – mustn't**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the new words.**
* **Respond to short, simple questions correctly.**
* **Say two-syllable words with the correct stress.**
* **Infer the meaning of new words through familiar contexts.**
* **Use {must} for obligation.**
* **Listen to and act out the story.**
 | **3rd grade SB. P.38****Activity Book P. 38 ex. 1+2****Flashcards: mountain****Vocabulary: drink, forget, guide, shout** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. T. and ss. revise the last unit asking and answering some questions.** **T. introduces the new unit using the flashcards and asking them: Is there a mountain in your town? T. teaches the ss. how to obey rules and use "must" for obligation. It is very hot! "You must drink a lot of water."****Ss. open their SBs and say who they can see and where they are and who they can see. They listen to the recording and point to each picture then they repeat. They have their turns to act out the story. T. teaches the new words through the context.** **T. asks comprehension questions on each picture. They practise must and mustn't in sentences.** **Now, they move to the A.B to do the 1st and 2nd exercises. T. checks their work and encourage them.** | **10 mins****35 mins****15-20 mins****25 mins****10-15 mins****20-25 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Ten: You must sit down  Page No (1)**

**Previous Learning: unit 9 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 27/2/2022 to 2/3/2022 Theme : obligation/ must – mustn't**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use the new words correctly.**
* **Respond to short, simple questions correctly.**
* **Say two-syllable words with the correct stress.**
* **Use {must} for obligation.**
 | **3rd grade SB. Pp.38-39****2+3****Activity Book P. 38 ex. 2****p.39 ex.3****Vocabulary:** **put, rubbish** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. T. and ss. revise the new words, holding the cards and asking questions to practise using and pronouncing them correctly. They also talk about obligation using must in different situations.****They continue practicing through ex. 2.****T. presents {must-mustn't} in a situation to use new words. Ss. open their SBs and point to each picture to say a complete sentence. T. points to the 2nd pict. holding the book up saying: {You must drink a lot of water.} Ss. continue to finish the exercise in the AB ex. 3.****Now, they look at the 3rd exercise describing the pictures and listen to tick or cross them. T. checks their work and encourages them.**  | **10-15 mins****10 mins****25-30 mins****30 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Ten: You must sit down  Page No (1)**

**Previous Learning: unit 9 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 4/3/2022 to 6/3/2022 Theme : obligation/ must – mustn't**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Say two-syllable words with the correct stress.**
* **Write simple words and sentences correctly.**
* **Use must for obligation.**
* **Say a new sound: /au/**
* **Print English letters correctly.**
 | **3rd grade SB. Pp.40- 41****p.39, 40 (2+3+4+5)****P.41 6+7+8****Activity Book Pp. 39 ex. 4****p.40 +41 ex.5+6+7****P.41: 8+9****Vocabulary:** **Do home work, speak** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up through having a short activity, saying and writing down the date on the board. Making some revision on what they must or mustn't do in some situations. Revising all the words {do homework, speak English. They read the paragraph silently. They read the sentences aloud to tick or cross in the correct box.****They continue practicing through ex. 4. T. checks their work and encourages them.****This time ss. do more practice on {must-mustn't} in different situations to use new words. Ss. open their SBs and point to each picture to say a complete sentence. T. points to the 2nd pict. holding the book up saying: {You must go to sleep now.} Ss. continue to finish the exercise in the AB ex. 5 then they continue with ex. 6 in the SB and Activity book ex. 6 and 7.** **Now, they practise saying the sound /au/. They then copy the sentences in exercise 8. T. watches them while writing. They make sure of their ability to use must in exercise 9. T. marks their books.** | **20 mins****10-15 mins****15 mins****30 mins****25 mins****35 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Eleven: Is the cat jumping?  Page No (1)**

**Previous Learning: unit 10 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 11/3/2022 to 12/3/2022 Theme : obligation/ must – mustn't**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the new words.**
* **Respond to short, simple questions correctly.**
* **Pronounce short, simple statements correctly.**
* **Ask and answer questions using the present cont.**
* **Listen to and act out the story.**
 | **3rd grade SB. P.42****Activity Book P. 38 ex. 1+2****Wall chart: Animals****Flashcards: cat, eagle, goat, wolf****Vocabulary: safe, hear, sky, sleep** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the last unit of a words game. Then, T. teaches the new words in the unit using flashcards, saying the names of animals and talking about their favourite one.****T. and ss. practise saying singular and plural nouns, writing them on the board. Ss. say where they can see eagles in the mountains and so with other animals.****Through asking different questions T. introduces the main words such as "safe". I don't want to live in the mountain. It is not safe. I t is safe in the city. Then, they read the written words on the board and on the wall chart. Ss. practise yes/no questions with (be) + ing.****Ss. open their SBs and say who they can see and where they are and who they can see and what mazen is doing. They listen to the recording and point to each picture then they repeat. They have their turns to act out the story. T. teaches the new words through the context.** **T. asks comprehension questions on each picture. They revise the verbs miming them. They open their A.B to read the questions and answer them with yes/no. T. checks their work and marks their Activity books.** | **10mins****5 -10 mins****25 mins****15 mins****50 mins****30 mins****35 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements**

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 **Unit Eleven: Is the cat jumping?  Page No (1)**

**Previous Learning: unit 10 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 16/3/2022 to 19/3/2022 Theme : present continuous/Yes-no questions(animals)**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use the words in context.**
* **Respond to short, simple questions correctly.**
* **Pronounce short, simple statements correctly.**
* **Guess the correct animal from description.**
* **Orally describe pictures in simple, short sentences.**
 | **3rd grade SB. P.42+43****Activity Book P. 43 ex. 3****Wall chart: Animals****Flashcards: frog, leopard, owl, river****Vocabulary: eat, safe, hear, sky, sleep** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the new words in the unit using flashcards, saying the names of animals and talking about their favourite one. They open their Activity books to do ex 1+2.** **Ss. read the sentences aloud. T. helps and corrects any mistakes.** **T. introduces the main words such as "frog-owl-river-leopard" through the flashcards and raising questions to practise (river, eagle and goat.) They look at the pictures and listen to the cassette and point to the pictures.** **They then ask and answer questions using present cont. Ss. open their A.Bs to complete the dialogue. They read the sentences orally,**  | **10mins****25 mins****10 mins****25 mins****20 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Eleven: Is the cat jumping?  Page No (1)**

**Previous Learning: unit 10 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from 20/3/2022 to 25/3/2022 Theme : present continuous/Yes-no questions(animals)**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Read a paragraph and answer some questions.**
* **Pronounce short, simple statements correctly.**
* **Print English letters neatly.**
* **Pronounce the sound of diphthongs in hears.**
* **Sing a simple rhyme with peers.**
* **Use capital letters at the beginning of a sentence.**
 | **3rd grade SB. P.44****Activity Book P. 43 ex. 4****Wall chart: Animals****SB. p.45****A.B EX. 6+7****Flash cards: Owl, frog, leopard, cat, eagle, wolf, goat** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the new words in the unit using flashcards, saying the names of animals and talking about their favourite one. They open their SBS to READ silently** **Ss. read the sentences aloud. T. helps and corrects any mistakes and ask several questions. Ss. answer the qs and write them in their notebooks. T. checks their work.** **Ss. look at the pictures asking and answering with yes/no questions in pairs. In their A.B ss. describe pictures. Ss. write the answers and T. goes round checking their neatness and accuracy. They read them aloud in front of the class.****Ss. look at the pictures, exercise 6. And listen to the recording. Pupils repeat after each word. T. underlines the sound.****Ss. describe the picture in ex. 8. At page 45 and what is happening. T. encourages them to provide a narrative for the scene. Ss. listen and sing along. They open their A.Bs to do exercise 6+7. In these exercises, ss. practise using capital and small letters and correct spelling. Ss. read the sentences one by one checking the punctuation marks. T. goes round checking and marking books.**  | **10mins****30 mins****20 mins****15-20 mins****10 mins****25 mins****20 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Twelve: Review  Page No (1)**

**Previous Learning: 9, 10, and 11 Number of classes: 4 classes**

**Vertical Integration: Horizontal Integration Duration: from Sun 6/4/2022 to Thu 10/4/2022 Theme : Revision**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the learned words.**
* **Use the present cont. correctly.**
* **Listen to and act out the story.**
* **Copy short, simple sentences correctly.**
* **Use the punctuation marks in meaningful sentences.**
 | **3rd grade SB. P.46+47****Activity Book P. 46 ex. 1+2****Wall chart: Animals****SB p.48****AB. p. 48** | **1/10****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the words of the last three units in a game.. using flash cards and a mind mapper.****T. and ss. revise all the words through the wall chart. Ss. say what they can see and who. They listen to the cassette, repeat, then take turns to act out the story.****Through asking different questions T. elicits the answers. Then, they read the written words on the board and on the wall chart. Ss. practise yes/no questions with (be) + ing. In the Activity book, ss. do more practice.****Ss. open their SBs and say what they can see. They read silently for and point 4 mins to match the pictures and sentences. They have their turns to read the sentences aloud. T. asks comprehension questions on each picture.** **They open their A.B to read the questions and answer them. T. checks their work and marks their Activity books. They sing the song after doing the usual procedure of such listening texts.** | **20 mins****40 mins****30 mins****40 mins****45 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Thirteen: Happy mother's day  Page No (1)**

**Previous Learning: unit 12 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from /4/2022 to /4/2022 Theme : talking about wishes/want to + inf**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the new words.**
* **Respond to short, simple questions correctly.**
* **Pronounce short, simple statements correctly.**
* **Use {want to+ inf} to express wishes.**
* **Listen to and act out the story.**
 | **3rd grade SB. P.49****Activity Book P. 49 ex. 1+2****Flashcards: card, flower, scarf****Vocabulary: buy, card, flower, scarf** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the last unit of a words game. Then, T. teaches the new words in this unit using flashcards, saying it is Mother's Day soon. What do you want to buy for your mother? I want to buy my mother a new scarf. Where can I buy it? What about you? They give answers with full sentences. T. helps them form sentences with items on the cards. T. writes the question on the board to help them. They ask and answer in pairs.** **Ss. open their SBs, look at the pictures and say who they can see and where they are and who they can see. They listen to the recording and point to each picture then they repeat. T. asks comprehension questions on each picture especially on what they want to do or make for Mother's Day. They have their turns to act out the story.****T. asks different questions on their wishes. Now, they open their A.Bs, they look at the pictures and listen to the dialogue and point to the correct picture. In ex. 2, ss. work in pairs to complete it and answer the questions. T. checks their work and marks their Activity books.**  | **10mins****20-25 mins****15 mins****40-45 mins****40-45 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Thirteen: Happy Mother's Day  Page No (1)**

**Previous Learning: unit 12 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 2/4/2022 to 3/4/2022 Theme : talking about wishes/want to + inf /celebrations**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Practise using the new words in sentences.**
* **Respond to short, simple questions correctly.**
* **Pronounce short, simple statements correctly.**
* **Use {want to+ inf} to express wishes.**
* **Sequence a simple series of actions.**
 | **3rd grade SB. P.50****Ex. 2+3****Activity Book P. 50 ex. 3+4****Flashcards: flag****Vocabulary: flag, important, months of the year, plant** | **1/10****3/8****1/4****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the last unit of a words game. Then, T. teaches the new word "flag" in this lesson using a flashcard, asking: what colour is it?** **T. teaches them the months of the year chanting all of the months and putting some cards on the board to make it easy to learn them. Pupils repeat after me. T. asks the ss. to read the months on cards and then to order them on the board. What do we do in January? We plant trees in January.** **Ss. open their SBs, look at the pictures. They listen to the dialogues and point to the correct picture and write the correct number. They open their AB.s to do the task.****In this stage, T. revise the ss. with the months and new words. Then, T. chooses a pupil to read the paragraph aloud. Ss. look and follow each word. They work in pairs to match the pictures and words. After that, they choose what they want to make for the other members. They do more practice in the Activity book in EX. 4. T. explains it and goes round checking and helping them.** | **5-10 mins****30-35 mins****20 mins****15 mins****10 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Thirteen: Happy Mother's Day  Page No (1)**

**Previous Learning: unit 12 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from Sun 27/4/2022 to 27/4/2022 Theme : talking about wishes/want to + inf /celebrations**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Practise using the new words in sentences.**
* **Respond to short, simple questions correctly.**
* **Pronounce short, simple statements correctly.**
* **Say two-syllable word with the correct intonation.**
* **Learn a new sound /a:/.**
* **Write a list of actions.**
* **Say and Spell the learned words correctly.**
 | **3rd grade SB. P.51****Ex. 5+6****Activity Book P. 51 ex. 5+6****Flashcards: perfume****Vocabulary: perfume****SB. P51 Ex. 7+8****Activity book EX.7+8+9** | **1/10****3/8****1/4****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by telling the class about their presents and showing them a bottle of perfume pretending and saying mmmm "I like perfume! Does your mother like it? to teach the word.** **Two pupils read the dialogue. Another pair does that again. They turn to page 51 in the A.B to describe the pictures. They read the sentences one by one and choose the corresponding picture.****Ss. open their SBs PAGE 52, look at the pictures. They listen to the RECORDING, point to the correct picture and repeat. In the next exercise, they make a calendar to practise using the comma after the month to talk about what they do in a certain month. They talk about partners. In their ABs, ss. look at ex.6. T. plays the recording and the pupils follow and repeat. Now, they write them.****In this lesson, pupils do several tasks in their Activity books. T. explains each exercise one by one and goes round checking and helping them. They answer the questions and T. marks their books. In ex. 9, ss. read the sentences aloud and others repeat.** | **5-10 mins****30-35 mins****10 mins****15-20 mins****15 mins****30 mins****15 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

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**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fourteen: Where's the bookshop?  Page No (1)**

**Previous Learning: unit 13 Number of classes: 3 classes**

**Vertical Integration: Horizontal Integration Duration: from Tue 6/5/2022 to Thu 8/5/2022 Theme : Giving directions**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the new words.**
* **Give short, simple commands and instructions.**
* **Pronounce short, simple statements correctly.**
* **Use compound words in sentences correctly.**
* **Listen to and act out the story.**
 | **3rd grade SB. P.53****EX.1****Activity Book P. 53 ex. 1****Wall chart: in cities and towns****Flashcards: baker's, bookshop, chemist's, excuse me, butcher's, post office, opposite, stamp, toy, toy shop** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the last unit of a words game. Then, T. teaches the new words in this unit using flashcards, saying I want to buy a book. Where do I go? Holding the flashcard of the word. T. says the word and ss. repeat. They give answers with full sentences: I go to the bookshop. T. helps them form sentences with items on the cards. T. writes the question on the board: what can I buy here? to help them answer. In two rows, ss. with the flashcards stand in front of each other to ask for direction; "Excuse me, where is the post office? It is next to the bookshop. With a drawing on the board, T. teaches them "opposite"; it is opposite the chemist's.****Ss. open their SBs, look at the pictures and say who they can see and where they are and who they can see. They listen to the recording and point to each picture then they repeat. T. asks comprehension questions on each picture. They have their turns to act out the story.****T. teaches words of sequence; first, next, then and finally in sentences. Now, they open their A.Bs, they look at the pictures and describe them, and then they complete the exercise and read the sentences aloud. In ex. 2, ss. work in pairs to complete it and answer the questions. T. checks their work and marks their Activity books.**  | **10mins****20-25 mins****15 mins****40-45 mins****40-45 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

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**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fourteen: Where's the bookshop?  Page No (1)**

**Previous Learning: unit 13 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 16/4/2022 to 17/4/2022 Theme : Giving directions**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use the learned words in sentences**
* **Give short, simple instructions using the imperatives.**
* **Sequence a simple series of actions.**
* **Pronounce short, simple statements correctly.**
* **Describe main characters, settings and events.**
* **Alphabetlise a list of simple words.**
 | **3rd grade SB. P.54+55****EX.2+3****Activity Book P. 53 ex. 2+3****Wall chart: in cities and towns****Flashcards: baker's, bookshop, chemist's, excuse me, butcher's, post office, opposite, stamp, toy, toy shop****Shoe shop****Go straight on** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the new words in this unit using flashcards, saying I want to buy a doll. Where do I go? They give answers with full sentences: I go to the toy shop. T. helps them and corrects any mistakes.** **T. introduces giving direction to the class asking: which shops do Asma and Mazen go to? Ss. list them. T. teaches them : shoe shop" and then they open their SBs pointing to the pictures and provide a narrative of the scene. T. plays the recording for each picture to say where they are in each. Ss. repeat the dialogues to practise giving directions. Moving to the 2nd ex. Reading and matching the pictures with the sentences.****Ss. look at the picture in the next exercise and read the dialogue. They ask and answer for directions. T. observes and helps them. They move to the AB. to complete the task.** **T. now asks the ss. asks questions to practise sequence words in full sentences using the wall chart. Ss. now are asked to put the shops in the alphabetical order on the board.** | **15mins****20 mins****15 mins****30 mins****15 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

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**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fourteen: Where's the bookshop?  Page No (1)**

**Previous Learning: unit 13 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 18/5/2022 to 22/5/2022 Theme : Giving directions**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Give short, simple commands and instructions.**
* **Sequence a simple series of actions.**
* **Pronounce short, simple statements correctly.**
* **Learn a new sound.**
* **Correctly spell simple vocabulary.**
* **Spell some words correctly in a short quiz.**
 | **3rd grade SB. Pp.55+56****EX. 5+6+7****Activity Book P. 53 ex. 4+5****Wall chart: in cities and towns****Flashcards: medicine,** **All the words in unit "9", too.** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the new words in this unit using flashcards, writing some shopping items on the board and asking them to give instructions for where to go and in what order. T. helps them if necessary. They also revise all the words I unit 9 through questions and flashcards.****T. introduces a new sound to the ss. by looking at the pictures in ex6 and listening to the cassette. Ss. repeat and T. writes the words on the board underlying the sound. In ex.7, ss. ask and answer for directions to practise asking and answering.****In ex.8, ss. look at the pictures and describe them, then they listen to the song twice. The third time they join in.****They open their A.Bs. to look at the pictures and listen to the sentences to write the corresponding sentence. Then, they read the sentences aloud.****Ss. have a short quiz on some main words in the unit.** **In the next exercise, they read the example sentence and then in pairs complete the task. Ss. swap books and correct each other's work. They read the sentence aloud.****T. goes around to mark and correct ss' work in their activity books.** | **20-25 mins****20 mins****10-15 mins****15 mins****15 mins****15 mins****30-35 mins** |

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 **Reflection:**

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**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fifteen: Eat a lot of fruit!  Page No (1)**

**Previous Learning: unit 14 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 23/4/2022 to 24/4/2022 Theme : Being healthy/ imperatives (affirmative + negative)**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the new words.**
* **Pronounce short, simple statements correctly.**
* **Use compound words in sentences correctly.**
* **Use simple words in short sentences.**
* **Listen to and act out the story.**
 | **3rd grade SB. P.57****EX.1****Activity Book P. 57 ex. 1****Wall chart: At home****Flashcards: toothbrush****Vocabulary: before, brush, healthy, do exercise, good, teeth, toothbrush** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the last unit. Then, T. teaches the new words in this unit using flashcards, and miming to exercise. Holding the flashcard of each word and illustrating them. T. writes some known and new words on the board; asking them if they are healthy. Pupils answer Yes, it is. T. teaches them the imperative through saying: Eat fruit! Don't eat a lot of sweets. T. points to them again, so that pupils say complete sentences. Also, with vegetables, ice- cream and brush to make imperatives.****T. tells them she likes fruit and it is healthy. T. teaches compound nouns in tooth brush handcream. T. asks them what they do with a tooth brush. They answer. T. helps them form a correct sentence. They open their S.Bs to listen to the recording and point to each picture then they repeat. T. asks comprehension questions on each picture. They have their turns to act out the story.****In ex. 1, ss. look at the pictures; saying who they can see. T. plays the recording and then pauses to say which picture the sentence relates to. T. checks their work and marks their Activity books.**  | **10 mins****20-25 mins****10 mins****30 mins****15 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fifteen: Eat a lot of fruit?  Page No (1)**

**Previous Learning: unit 14 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from 27/4/2022 to 29/4/2022 Theme : Being healthy/ imperatives (affirmative + negative)**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Use flashcards to use the new words.**
* **Pronounce short, simple statements correctly.**
* **Use compound words in sentences correctly.**
* **Use simple words in short sentences.**
* **Alphabetize a list of simple words correctly.**
 | **3rd grade SB. P.57+58****EX.2+3****Activity Book P. 58 ex. 2+3****Wall chart: At home****Vocabulary: MEAT, WASH** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the new words in this lesson using flashcards, and miming to exercise.** **T. also revises them with the imperative through writing: fruit, sweets asking them to command. T. points to them again, so that pupils say complete sentences. Also, with vegetables, ice- cream and brush to make imperatives.****T. divides the class into groups to act out the story.****Pupils open their AB.s to read the sentences to tick or cross the wrong sentence. They read them aloud.** **In this stage, ss. look at the pictures and the word halves to form six compound nouns. They listen to the recording and point to the correct picture and word. They also continue with a set of instructions to be done in the classroom with the infinitive and "don't plus the base.****In the AB. ex. 3, T. holds the book up and points to the line from basket to ball. Ss. now match the other words in pairs and practise reading and then put them in alphabetical order. T. checks their work and marks their Activity books.**  | **10 mins****10-15 mins****15-20 mins****10 mins****20 mins****15 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fifteen: Eat a lot of fruit?  Page No (1)**

**Previous Learning: unit 14 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from Mon 27/5/2022 to Tue 28/5/2022 Theme : Being healthy/ imperatives (affirmative + negative)**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Identify meanings in short, simple texts through reading strategies.**
* **Pronounce short, simple statements correctly.**
* **Use simple words in short sentences.**
* **Participate in simple guided exchange.**
 | **3rd grade SB. P.59+60****EX. 4+5+6****Activity Book P. 58 ex. 4 +****p.59 ex.5+6****Wall chart: At home****Vocabulary: MEAT, WASH** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the new words in this lesson using flashcards, and miming to exercise.** **Ss. open their S.Bs to describe pictures, using there is/are. I can see… . they read the paragraph silently. Then they read it in pairs again to match the numbers with the pictures. They read aloud to make sure they stop at the end of the sentences.****Now, they start playing a game of questions in which they ask and answer some questions depending on pictures. In this stage, they open their A.Bs to describe the pictures in ex 4. They choose the words from the columns to write their answers. T. monitors them while doing the task.** **They continue practicing through ex. 5 asking and answering questions both in the SB and AB. T. does an example with a pupil and then they continue to finish the task. T. marks their books.** | **10 mins****20 mins****15 mins****20 mins****25 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**

 **Unit Fifteen: Eat a lot of fruit?  Page No (1)**

**Previous Learning: unit 14 Number of classes: 2 classes**

**Vertical Integration: Horizontal Integration Duration: from Wed 28/5/2022 to Thu 29/5/2022 Theme : Being healthy/ imperatives (affirmative + negative)**

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| **N** | **Specific Outcomes** | **Materials/****Resources** | **Instructional** **Strategy**  | **Assessment**  | **Procedures**  | **Duration** |
| **Strategy** | **Tool** |  |
| **1** | **Ss. are expected to:*** **Pronounce sounds and words correctly.**
* **Give short, simple mini-class presentation to the class.**
* **Ask and answer questions.**
* **Correctly use and spell learned, short, simple vocabulary.**
* **Print letters correctly and neatly.**
 | **3rd grade SB. P.59+60****EX. 4+5+6****Activity Book P. 60 ex. 4 +****p.59 ex.7+8+9** | **1/10****3/8****1/7****1/8** | **3/1****4/3****3/2****4/2** | **2** | **Warm up: Greeting students warming them up by revising the learned vocabulary using flashcards and questions. Ss. come to the front of the class sharing their ideas.****After presenting their projects of diets, ss. open their ABs. to complete the task. A pupil reads the first sentence. T. plays the recording and the whole class repeats. Ss. swap books to correct them.****Now, they choose a pupil to read the words in the box in EX. 8 in the AB. T. helps them in pronunciation. Ss. now, write the words neatly and accurately. Their partners check their work.** **In exercise 9, ss. read the questions to answer them individually. T. chooses pupils to read their sentences aloud. T. checks all the books to mark them.****This is the last touch in this unit. T. revises the pupils with the things they have learned through telling the class about the good and bad things for them.** | **20 mins****25 mins****15 mins****20 mins****10 mins** |

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 **Reflection:**

**I feel satisfied with……………………………………………………………………………………………………….**

**Challenges that faced me…………………………………………………………………………………………….**

**Suggestions for improvements……………………………………………………………………………………**