

Lesson Plan

Subject: English **Unit Title:** Let's get started **Lesson Title:** World of Wonder! Magazine **Number of Classes:** 1 **Previous Learning:** -

The Main Outcomes:

1. Revise vocabulary to describe hobbies and interests.
2. Introduce the new WOW! Team and unit topics.
3. Develop listening, speaking, and reading skills.

Stages	Teacher's Action	Learner's Action	Time
Engagement	<ul style="list-style-type: none"> - Write sports, hobbies, TV programmes, school subjects, clothes on the board. - Use the Lollipop stick technique to ask pupils to say a word connected to one of the topics. 	Pupils respond to the question and share their favorite sports / hobbies / TV programmes/school subjects/clothes.	5
Explanation	<ul style="list-style-type: none"> - Explain that in this lesson pupils will meet the new WOW! Team - Pupil's Book W1 Listen and read. Who are these children? - Refer pupils to page 4. Ask pupils to look at the pictures and raise their hands to describe the children. 	Pupils listen to the explanation and get introduced to the new team. Pupils listen and read, and then describe the children in the pictures.	12
Elaboration	<ul style="list-style-type: none"> - Tell pupils to work in groups and think of answers to Alex's questions. - Look and read. Match the pictures to the WOW! Magazine ideas. 	Pupils work in groups, match the pictures to the magazine ideas, and give reasons for their answers.	15
Closing	Using the Summative questions technique, ask Which do you think will be your favourite topic for the WOW! Magazine?	Pupils share their opinions and discuss the topics.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English **Unit Title:** Let's get started **Lesson Title:** WOW! Team Talk **Number of Classes:** 1 **Previous Learning:** -

The Main Outcomes:

1. Introduce the characters.
2. Revise question words.
3. Revise vocabulary to describe people.

Stages	Teacher's Action	Learner's Action	Time
Engagement	<ul style="list-style-type: none"> - Ask different pupils questions: How old are you? Where do you come from? - Use Yes/No response cards to ask pupils to respond to activities they do. 	Pupils respond to questions and use Yes/No response cards.	5
Explanation	<ul style="list-style-type: none"> - Explain that pupils will learn more about the new WOW! Team members. - Pupil's Book W2 Listen and read. Match the photos to the WOW! Team. - Ask pupils to describe the appearance of the children in the photos. 	<p>Pupils listen to the explanation.</p> <p>Pupils listen, read, and describe the appearance of the children.</p>	12
Elaboration	- Ask pupils to say what they have in common with the WOW! Team members.	Pupils share what they have in common with the team members.	5
Closing	- Using the Summative questions technique, ask What can you remember about the team members?	Pupils share what they remember about the team members.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 1: City Tourism

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Learn and use words for city tourism.
2. Develop listening, speaking, and reading skills.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Write "City" on the board and ask pupils to think of one word connected to cities.	Pupils raise their hands and share words related to cities.	5
Explanation	- Explain that pupils will learn to talk about city tourism. - Pupil's Book: Work in pairs to look at the WOW! Magazine Welcome page and answer questions.	Pupils listen to the explanation. Pupils work in pairs to discuss advantages and disadvantages of city tourism.	12
Elaboration	- Look and match vocabulary words related to city tourism. - Ask pupils to say a word to their partner and point to the correct picture.	Pupils match vocabulary words and listen to the audio to check answers. Pupils practice vocabulary words in pairs.	15
Closing	- Using the Summative questions technique, ask pupils to share how many words they remembered and which words are harder to remember.	Pupils share what they learned.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 2: The Monument in London

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Listen to and read a dialogue about the Monument in London.
2. Develop listening, speaking, and reading skills.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Using the Lollipop stick technique, ask pupils to say one thing they remember about one of the WOW! Team members.	Pupils share what they remember.	5
Explanation	- Explain that pupils will read about a monument in London called the Monument. - Pupil's Book: Listen and read the dialogue about the Monument in London.	Pupils listen to the explanation. Pupils listen and read the dialogue.	12
Elaboration	- Ask pupils to answer questions about the dialogue. - Ask pupils to act out the dialogue in pairs.	Pupils answer questions. Pupils act out the dialogue.	20
Closing	- Using the Summative questions technique, ask pupils what they remember about the Monument in London.	Pupils share what they learned.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 3: Grammar Used to

Number of Classes: 1.5

Previous Learning: -

The Main Outcomes:

1. Learn and use "used to" to describe past habits.
2. Understand a listening task about past events.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Ask pupils to answer questions about the Monument using Yes/No response cards.	Pupils respond to questions.	5
Explanation	- Explain that pupils will learn to use "used to" and do a listening activity. - Pupil's Book: Look back at the dialogue in Lesson 2 and discuss in pairs.	Pupils listen to the explanation. Pupils discuss and answer questions.	15
Elaboration	- Read and circle the correct options to complete the rules about "used to". - Listen to the audio and choose the correct picture for each question. - Talk about things you used to do and didn't use to do when you were 6 years old.	Pupils work out the rules and write them in their notebooks. Pupils listen and answer questions. Pupils work in pairs and discuss.	25
Closing	- Say true/false sentences about the Monument and have pupils correct the false sentences.	Pupils correct false sentences.	5

Self-Reflection on Learning and Teaching:
Class/Section
No. Absent/Total Number
The class order in the timetable
Day/Date

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 4: Assessment for Learning Used to

Number of Classes: 1.5

Previous Learning: -

The Main Outcomes:

1. Practice using "used to" to describe past habits.
2. Develop listening, reading, and speaking skills.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Ask pupils to listen to Nadia and her dad, and circle T(true) or F(false).	Pupils listen and answer questions.	10
Explanation	- Explain that pupils should read and circle the correct answers to complete sentences with "used to". - Write survey questions about what they used to do when they were younger.	Pupils work individually and compare answers with a partner. Pupils write questions and answer them.	25
Elaboration	- Complete the grammar reference activity individually. - Copy the grammar table into their notebooks (for fast finishers).	Pupils complete the activity and check answers as a class. Fast finishers copy the grammar table.	15
Closing	- Practice using "used to" with the Three facts and a fib technique in groups.	Pupils practice in groups.	15

Self-Reflection on Learning and Teaching:
Class/Section
No. Absent/Total Number
The class order in the timetable
Day/Date

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 5: Book Club Treasure Hunt

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Understand a reading text about a treasure hunt.
2. Introduce compound nouns.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Ask pupils about the kind of books they read and if they read cartoon stories.	Pupils share their reading habits.	5
Explanation	- Explain that pupils will read a Book Club text about a treasure hunt. - Look at the pictures and circle the words that describe a picture story.	Pupils listen to the explanation. Pupils work in pairs to complete the activity.	10
Elaboration	-Ask to listen and read the cartoon story, and answer questions about the treasure hunt. - Complete activities in the Activity Book, such as numbering places or things in the city in the order they appear. - Read and complete sentences with compound nouns from the picture story.	Pupils listen and read the story. Pupils complete activities individually as a homework. Pupils work individually and compare answers with a partner on WhatsApp group.	25
Closing	- Using the Summative questions technique, have pupils complete the sentence "Today I have learnt...".	Pupils reflect on what they learned.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English **Unit Title 1:** City Life **Lesson Title 6:** Vocabulary and Grammar City Travel and Transport

Number of Classes: 1.5 **Previous Learning:** -

The Main Outcomes:

1. Learn and use vocabulary for city travel and transport.
2. Learn and use Present continuous for future plans.
3. Learn and use Present simple for timetables and scheduled events.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Revise city tourism words and have pupils complete the words on the board.	Pupils revise vocabulary.	5
Explanation	- Explain that pupils will learn about city travel and transport. - Ask pupils to look and match vocabulary words related to city travel and transport.	Pupils listen to the explanation. Pupils match vocabulary words.	15
Elaboration	-Ask to read the story in Lesson 5 again and find words related to city travel and transport. - Elaborate the usage of Present continuous for future plans and Present simple for timetables and scheduled events. - Play the audio of two children and ask pupils to answer questions about their plans.	Pupils work in pairs to find words.. Pupils work out the rules and write them in their notebooks. Pupils listen and answer questions.	30
Closing	- Use the Summative questions technique to ask pupils to explain the difference between the present continuous and the present simple.	: Pupils reflect on what they learned.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English **Unit Title 1:** City Life **Lesson Title 7:** Vocabulary and Grammar Practice City Travel and Transport

Number of Classes: 1.5

Previous Learning: -

The Main Outcomes:

1. Practice vocabulary related to city travel and transport.
2. Use Present simple and Present continuous for future plans and timetables.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Play Word swat with Unit 1 flashcards to review vocabulary.	Pupils participate in the game.	5
Explanation	- Ask pupils to complete words and listen to audio to identify places or things in the city. - Read and match definitions to pictures and write words.	Pupils complete words and listen to audio. Pupils work in pairs to complete the activity.	20
Elaboration	- Ask pupils to read and complete sentences with Present simple or Present continuous for future plans. - Ask to read and complete grammar reference activities to reinforce understanding of Present simple and Present continuous.	Pupils work individually and check answers in pairs. Pupils complete activities individually and compare answers with a partner.	25
Closing	- Using the Summative questions technique, ask pupils about their plans for tomorrow and the start time of the first lesson next Thursday.	Pupils reflect on their learning and answer questions.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 8: Tokyo, Japan, and Nuuk, Greenland

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Learn about Tokyo, Japan, and Nuuk, Greenland.
2. Revise vocabulary and grammar.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Write "big city" and "small city" on the board and ask pupils to name examples.	Pupils share their ideas.	5
Explanation	- Explain that pupils will learn about Tokyo and Nuuk. - Provide information about Tokyo and Nuuk, including population and location. - Discuss whether pupils would rather live in a big city or a small city.	Pupils listen to the explanation. Pupils listen and take notes. Pupils discuss in pairs.	10
Elaboration	- Read the text about Tokyo and Nuuk and answer comprehension questions. - Ask pupils to create a fact file about a city and present it to the class. (or set as a homework). - Listen to a report about another capital city and complete notes.	Pupils read and answer questions. Pupils work in groups to create and present their fact files. Pupils listen and complete notes.	25
Closing	- Using the Summative questions technique, have pupils reflect on the most interesting thing they learned.	Pupils reflect on their learning.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 9: Asking for Travel Information

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Learn to ask for travel information.
2. Differentiate between the sounds of the hard and soft "c" in words.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Ask pupils questions and respond with Yes/No response cards.	Pupils respond with Yes/No cards.	5
Explanation	- Explain that pupils will learn to ask for travel information. - Ask pupils to listen and read a dialogue about asking for travel information. - Listen and identify the sounds of the hard and soft "c" in words.	Pupils listen to the explanation. Pupils listen and read the dialogue. Pupils listen and identify the sounds.	12
Elaboration	- Ask to read and complete a dialogue about travel information. - Write a dialogue between a traveler and a travel assistant.	Pupils complete the dialogue. Pupils write a dialogue.	23
Closing	- Using the Thought-provoking questions technique, ask pupils to reflect on their learning.	Pupils reflect on their learning.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English

Unit Title 1: City Life

Lesson Title 10: Reading Masdar City

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Read and understand a reading text about Masdar City.
2. Learn vocabulary related to green cities.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Discuss green cities and ask pupils to share their ideas.	Pupils participate in the discussion.	5
Explanation	- Explain that pupils will read an article about Masdar City. - Ask pupils to listen and read the article about Masdar City. - Check comprehension with questions about the article.	Pupils listen to the explanation. Pupils read and listen to the article. Pupils answer questions.	20
Elaboration	- Learn and practice vocabulary related to green cities. - Complete activities related to the reading text.	Pupils learn and practice vocabulary. Pupils complete activities.	15
Closing	- Using the Thought-provoking questions technique, ask pupils to reflect on their learning.	Pupils reflect on their learning.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English **Unit Title 1:** City Life **Lesson Title 11:** Writing an Article about the Place Where You Live

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Write an article about the place where you live.
2. Use vocabulary and grammar to describe a familiar place.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Pupils work in pairs to remember new words from Unit 1.	Pupils share their ideas.	5
Explanation	- Explain that pupils will write an article for WOW! Magazine about the place where they live. - Read an article and circle the best title.	Pupils listen to the explanation. Pupils read and choose the best title.	12
Elaboration	- Write an article about the place where you live using the How to write... box. - Use the Two stars and a wish technique to review each other's work.	Pupils write their article. Pupils review each other's work.	23
Closing	- Display pupils' work on the classroom wall and add it to their portfolios.	Pupils reflect on their learning.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant:

Lesson Plan

Subject: English **Unit Title 1:** City Life **Lesson Title 11:** Activity Book Writing an Article about a City to Visit

Number of Classes: 1

Previous Learning: -

The Main Outcomes:

1. Plan and write an article about a city to visit.
2. Use vocabulary and grammar to describe a city.

Stages	Teacher's Action	Learner's Action	Time
Engagement	- Ask pupils to describe their ideal cities and review the difference between "either" and "or".	Pupils share their ideas.	5
Explanation	- Explain that pupils will plan an article about a city to visit and complete notes.	Pupils plan their article.	10
Elaboration	- Use the Two stars and a wish technique to review each other's work.	Pupils review each other's work.	25
Closing	- Pupils reflect on their learning and write in their Learning diary.	Pupils reflect on their learning.	5

Self-Reflection on Learning and Teaching:

Class/Section						
No. Absent/Total Number						
The class order in the timetable						
Day/Date						

Teacher's Name and signature:

Supervisor's signature:

Principal's signature:

School Development Consultant: