

English Lesson Preparations

Preparatory 1

Prepared by:

Mr Sobhy Borda

Unit 7

Unit Name & Number	Unit 7: Unit 7: Reviving the Spirit of Civilization
Lesson Name & Number	Lesson 1: The Royal Parade
Lesson Title	The Royal Parade
Page Number	14-15

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main ideas and details in a text about Egypt's national heritage projects.
- Infer the meaning of new vocabulary related to historical events from context.
- Discuss the importance of preserving ancient heritage.
- Use new vocabulary correctly in sentences.

2. Teaching Strategies

- Reading for Comprehension
- Vocabulary Building
- Discussion

3. Resources Needed

- Student's Book (Pages 14-15)
- Whiteboard/Projector
- Pictures of the Parade

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What do you know about Egypt's royal mummies?
- Why is it important to preserve them?
- What is a parade?
- Have you ever seen a historical ceremony?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
royal mummies	Noun	The royal mummies were moved to a new museum in a grand ceremony.
witness	Verb/Noun	Crowds gathered to witness history come alive.

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parade	Noun	The event was called 'The Pharaohs' Golden Parade'.
vehicle	Noun	Each mummy was carried in a specially designed vehicle.
costumes	Noun	Performers wore traditional costumes to honor Egypt's history.
heritage	Noun	The parade was a message that Egypt preserves its priceless heritage.

2. New Structure

Structure	Grammar Examples
Passive Voice	The mummies were moved to the new museum.
Phrases of Purpose	The parade was a message to show the world Egypt's pride.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Vocabulary Match	Match new vocabulary with definitions.	Recognition
Fill in Blanks	Complete sentences using vocabulary box.	Application
Comprehension	Answer questions based on reading text.	Detail

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	How does Egypt honor its past and protect civilization?	Critical Thinking
Sentence Creation	Write original sentences about the parade.	Writing
Opinion Sharing	Share opinion on the most special part of the parade.	Personalization

D) Feedback and Consolidation (10 minutes)

- Error correction on board
- Quick oral quiz on vocabulary
- Summary of parade's message

E) Home Assignment

- Write a paragraph describing the parade.
- Find 3 more words related to museums.

Unit Name & Number	Unit 7: Unit 7: Reviving the Spirit of Civilization
Lesson Name & Number	Lesson 2: Honoring the Past
Lesson Title	Honoring the Past
Page Number	16-17

1. Learning Objectives

By the end of this lesson, students will be able to:

- Listen for key information about protecting Egyptian heritage.
- Identify the meaning and use of modal verbs: must, have to, should, mustn't, don't have to.
- Apply modal verbs correctly to express necessity, obligation, advice, and prohibition.
- Discuss ways to protect Egypt's heritage.

2. Teaching Strategies

- Audio-Lingual Method
- Grammar Focus
- Controlled Practice

3. Resources Needed

- Student's Book (Pages 16-17)
- Audio recording
- Whiteboard
- Worksheet

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Why do you think many tourists visit Egypt?
- What do you know about mummies?
- What are some rules we must follow at school?
- What is one thing you should do to be healthy?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
grand	Adjective	The opening of the museum was a grand event.
restore	Verb	Scientists work to restore ancient artifacts.

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buried	Adjective	Many ancient treasures are still buried under the sand.
lined	Verb (Past)	The streets were lined with people watching the parade.
protect	Verb	We must protect our historical sites.
ancient	Adjective	We must learn more about our ancient history.

2. New Structure

Structure	Grammar Examples
Must/Mustn't	You must follow rules. / You mustn't touch artifacts.
Should	You should do your homework. / We should visit museums.
Have to/Don't have to	We have to wear a uniform. / We don't have to pay today.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Listening	Answer questions about protecting mummies.	Detail
Modal Gap-Fill	Fill in blanks with correct modal verbs.	Grammar
Rewriting	Rewrite sentences using modal in brackets.	Transformation

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	Discuss what Egyptians must/should do for heritage.	Speaking
Advice Chain	Give advice to a tourist visiting Egypt.	Spontaneous Use
Rule Creation	Create three rules for visiting a historical site.	Application

D) Feedback and Consolidation (10 minutes)

- Board work with modal examples
- Concept check on modal differences
- Vocabulary review

E) Home Assignment

- Write 5 sentences about home responsibilities.
- Write 5 pieces of advice for learning English.

Unit Name & Number	Unit 7: Unit 7: Reviving the Spirit of Civilization
Lesson Name & Number	Lesson 3: Discovering the GEM
Lesson Title	Discovering the GEM
Page Number	18-19

1. Learning Objectives

By the end of this lesson, students will be able to:

- Read and understand a text about the Grand Egyptian Museum (GEM).
- Identify and use new vocabulary related to museums and civilization.
- Extract specific information about the GEM (location, size, contents).
- Express opinions about the importance of museums.

2. Teaching Strategies

- Reading for Detail
- Vocabulary in Context
- Discussion

3. Resources Needed

- Student's Book (Pages 18-19)
- Whiteboard/Projector
- GEM Pictures

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Why do people visit museums?
- What do you think the GEM shows?
- What is the biggest building you have seen?
- What is a symbol of national pride?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
magnificent	Adjective	The GEM is a magnificent cultural project.
artifacts	Noun	The museum will house more than 100,000 artifacts.

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exhibition	Noun	The museum has a large exhibition hall.
symbol	Noun	The GEM is a symbol of national pride.
civilization	Noun	It is the largest museum for a single civilization.
pride	Noun	The museum celebrates heritage with pride.

2. New Structure

Structure	Grammar Examples
Superlatives	The GEM is the largest archaeological museum.
Relative Clauses	The GEM, which is near Pyramids, is a huge project.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Vocabulary Match	Match new vocabulary with meanings.	Recognition
Multiple Choice	Choose correct answer based on text.	Detail
True or False	Read statements about the GEM.	Comprehension

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	Why are museums important for a country?	Critical Thinking
Opinion Sharing	Use expressions like 'In my opinion' to share answers.	Functional Language
Museum Features	List three interesting features of the GEM.	Personalization

D) Feedback and Consolidation (10 minutes)

- Vocabulary check in new sentences
- Summary of GEM facts
- Review of museum importance

E) Home Assignment

- Write a paragraph describing the GEM.
- Research another famous museum and write 3 facts.

Unit Name & Number	Unit 7: Unit 7: Reviving the Spirit of Civilization
Lesson Name & Number	Lesson 4: Story Time: The Golden Goose
Lesson Title	Story Time: The Golden Goose
Page Number	20-21

1. Learning Objectives

By the end of this lesson, students will be able to:

- Read and understand the first chapter of 'The Golden Goose'.
- Identify the character traits of the three brothers.
- Infer the meaning of new vocabulary from context.
- Analyze the moral lesson about kindness and selfishness.

2. Teaching Strategies

- Extensive Reading
- Character Analysis
- Critical Thinking

3. Resources Needed

- Student's Book (Pages 20-21)
- Whiteboard
- Trait cards

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What qualities make a person kind or unkind?
- Why do fairy tales begin with 'Once upon a time'?
- What happens to selfish people in stories?
- Importance of helping others?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
selfish	Adjective	The eldest brother was selfish.
slipped	Verb (Past)	The eldest brother's axe slipped.
succeed	Verb	Brothers believed

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		Dummling could not succeed.
injured	Adjective	The middle brother returned home injured.
forever	Adverb	Kindness would change his life forever.
axe	Noun	The brothers used an axe to cut wood.

2. New Structure

Structure	Grammar Examples
Character Adjectives	The eldest son was proud and selfish.
Past Simple Narrative	One day, their father sent each son to forest.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Match Meaning	Match vocab with definitions.	Vocabulary
True or False	Read statements about the story.	Detail
Comprehension	Answer questions about the plot.	Comprehension

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	What moral does this story teach?	Moral Analysis
Comparison	Compare and contrast the three brothers.	Character Analysis
'What If'	How would story change if eldest helped?	Prediction

D) Feedback and Consolidation (10 minutes)

- Moral discussion on kindness
- Vocabulary review
- Story summary

E) Home Assignment

- Write why Dummling succeeded.
- Draw a picture of meeting the old man.

Unit Name & Number	Unit 7: Unit 7: Reviving the Spirit of Civilization
Lesson Name & Number	Lesson 5: Let's Talk
Lesson Title	Let's Talk
Page Number	22-23

1. Learning Objectives

By the end of this lesson, students will be able to:

- Engage in a conversation about the GEM.
- Use expressions to show excitement (breathtaking, masterpiece).
- Complete a dialogue using context clues.
- Role-play a conversation between tourist and guide.

2. Teaching Strategies

- Role-Playing
- Controlled Practice
- Fluency Practice

3. Resources Needed

- Student's Book (Pages 22-23)
- Expressions list
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Have you read about the GEM?
- Why is it important to Egypt?
- What makes an event a 'masterpiece'?
- Most exciting news recently?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
breathtaking	Adjective	The event was a breathtaking masterpiece.
masterpiece	Noun	The museum is a cultural masterpiece.
historians	Noun	Historians worked on the

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		event.
artifacts	Noun	Museum will display ancient artifacts.
witness	Verb	People witnessed the opening live.
guides	Noun	Tour guides help visitors learn history.

2. New Structure

Structure	Grammar Examples
Exclamatory Adj	It was breathtaking! / The event was amazing!
Excitement Phrases	You look excited. / What made it so special?

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Dialogue Completion	Complete Rahma and Dima dialogue.	Vocabulary
Comprehension	Answer questions based on Bassem/Leen dialogue.	Detail
Matching	Match expressions with their function.	Functional Language

2. Free Practice (10 minutes)

Activity	Description	Focus
Role-Play	Tourist and guide conversation at GEM.	Fluency
Extension	Add 4 more lines to Bassem/Leen dialogue.	Creative Speaking
Idea Generation	List 5 questions a tourist might ask.	Question Formation

D) Feedback and Consolidation (10 minutes)

- Role-play performance
- Error correction on expressions
- Key phrase review

E) Home Assignment

- Write dialogue planning a visit to GEM.
- List 5 facts to tell a tourist.

Unit Name & Number	Unit 7: Unit 7: Reviving the Spirit of Civilization
Lesson Name & Number	Lesson 6: Advice Blog
Lesson Title	Advice Blog
Page Number	24-25

1. Learning Objectives

By the end of this lesson, students will be able to:

- Understand the structure of an advice blog post.
- Review and apply all target modal verbs from Unit 7.
- Plan and write a cohesive advice blog post.
- Use correct modals for advice, rules, and prohibitions.

2. Teaching Strategies

- Model Analysis
- Guided Writing
- Peer Review

3. Resources Needed

- Student's Book (Pages 24-25)
- Writing checklist
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Have you ever written a blog?
- Difference between must and should?
- One rule you mustn't break at school?
- Importance of giving advice?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
preserve	Verb	Must preserve heritage for future.
monuments	Noun	Mustn't touch ancient monuments.
wisdom	Noun	Keep wisdom of ancestors

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		alive.
ancestors	Noun	Learn about ancestors through artifacts.
highlight	Verb	Museum highlights story of Egypt.
civilization	Noun	Symbol of our great civilization.

2. New Structure

Structure	Grammar Examples
Modals for Advice	You must respect mummies. / You should speak quietly.
Blog Structure	Title, intro, advice using modals, punctuation.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Modal Completion	Complete 'My School Advice Blog'.	Grammar
Tip Analysis	Create checklist from Writing Tip box.	Analysis
Sentence Building	Write sentences about serving community.	Grammar

2. Free Practice (10 minutes)

Activity	Description	Focus
Planning	Plan blog post on visiting GEM or community.	Planning
Drafting	Write advice blog post (80-100 words).	Writing
Peer Review	Exchange and check drafts for modals.	Editing

D) Feedback and Consolidation (10 minutes)

- Writing tips review
- Modal verb game
- Summary of unit

E) Home Assignment

- Review all Unit 7 vocab and grammar.
- Write advice blog for visiting museums.

English Lesson Preparations

Preparatory 1 - Term 2

Unit 8: Family Values and Roles

Prepared by:

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 8	Lesson 1	28-29	My Family Roles

LESSON 1: My Family Roles

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the roles and responsibilities of different family members.
- Use new vocabulary related to family life and household chores in context.
- Distinguish between different parts of speech (Noun, Verb, Adjective, Adverb).
- Discuss solutions to simple family conflicts.

2. Teaching Strategies

Interactive Discussion, Contextual Learning, Guided Practice

3. Resources Needed

Student's Book (Pages 28-29), Whiteboard, Flashcards, Markers

4. Steps to Follow

A) Warm up and revision (5 minutes)

Type	Question	Expected Answer
Revision	What is the most important thing you learned in the last unit?	(Answers related to previous unit content)
Warm-up	What is a 'role' in a family?	A job or a duty someone has.
Warm-up	Who does the most housework in your family?	My mother/father/sister/I do.
Warm-up	Can you name three jobs people do at home?	Washing dishes, tidying up, cooking.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Part of Speech	Meaning	Example Sentence
Role	Noun	A job or function	Everyone in the family has an important role to play.
Take care of	Verb Phrase	To look after	My sister helps to take care of our little brother.
Caring	Adjective	Kind and helpful	The doctor is a very caring person to her patients.
Fix	Verb	To repair	Dad will fix the broken chair in the

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			living room.
Babysit	Verb	To look after children	Mona can babysit her younger brothers when her parents go out.
Twins	Noun	Two children born at the same time	Ahmed and Omar are twins and they look exactly alike.
Tidy	Adjective	Neat and organized	They keep their room tidy by putting their toys away.
Safely	Adverb	Without danger	The history teacher drives the children to school safely every morning.

2. New Structure

Topic	Function	Examples	Grammar Examples
Noun	Names a person, place, thing	family, doctor	Family is the most important thing in life.
Verb	Shows an action	prepare, takes	She prepares delicious Egyptian dishes.
Adjective	Describes a noun	caring, important	He is a caring father and a good teacher.
Adverb	Describes a verb	safely, always	He drives the children to school safely.

C) Practice

1. Controlled Practice (10 minutes)

- Activity 1: Fill in the Blanks (roles, caring, babysit, fix, twins)
- Activity 2: Word Classification into Noun, Verb, Adjective, Adverb table

2. Free Practice (10 minutes)

- Activity 1: Pair Discussion (Solving a Family Problem)
- Activity 2: Family Role-Play (3-4 lines each)

D) Feedback and Consolidation (10 minutes)

Review vocabulary examples, Quick Quiz on parts of speech, Wrap-up on teamwork.

E) Home Assignment

Task	Type	Instructions
Write	Imperative	Write a short paragraph (5-7 sentences) about your family roles.
Answer	Question	What is the most important role a parent has, and why?
Find	Imperative	Find two more words from the text and identify their part of speech.

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 8	Lesson 2	30-31	Family Talks

LESSON 2: Family Talks

1. Learning Objectives

By the end of this lesson, students will be able to:

- Comprehend short listening texts about daily life and family discussions.
- Use phrasal verbs and expressions related to household chores.
- Apply possessive adjectives and possessive pronouns correctly in sentences.
- Convert possessive phrases into sentences using possessive pronouns.

2. Teaching Strategies

Aural Comprehension, Grammar Transformation, Communicative Practice

3. Resources Needed

Student's Book (Pages 30-31), Audio track, Grammar chart

4. Steps to Follow

A) Warm up and revision (5 minutes)

Type	Question	Expected Answer
Revision	What are the four main parts of speech we learned?	Noun, Verb, Adjective, Adverb.
Warm-up	What is one chore you hate doing at home?	I hate washing the dishes.
Warm-up	How do you decide who does which chore?	We make a list/take turns.
Warm-up	What does 'belong to' mean?	It means something is someone's property.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Part of Speech	Meaning	Example Sentence
Wash the dishes	Verb Phrase	To clean plates, cups, etc.	I always wash the dishes after dinner.
Fed the cat	Verb Phrase	Gave food to the cat	My brother fed the cat this morning.
Took out the trash	Verb Phrase	Removed the rubbish	She took out the trash because it was full.
Decide	Verb	To make a choice	We need to decide what movie to

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			watch.
Belong to	Verb Phrase	To be property of	This book belongs to my teacher.

2. New Structure

Topic	Function	Examples	Grammar Examples
Possessive Adjectives	Before a noun	my, your, his	My bag is red. Our house is near.
Possessive Pronouns	Instead of a noun	mine, yours, ours	That bag is mine. The house is ours.
Conversion	Replacing Adj+Noun	my pencil -> mine	The blue jacket is his.

C) Practice

1. Controlled Practice (10 minutes)

- Activity 1: Choose the Correct Possessive (my/mine, her/hers, etc.)
- Activity 2: Rewrite sentences using possessive pronouns (belongs to her -> is hers)

2. Free Practice (10 minutes)

- Activity 1: Ask-Pair-Share (Chores and Belongings)
- Activity 2: Dialogue Completion about a family holiday

D) Feedback and Consolidation (10 minutes)

Error correction on common possessive mistakes, Quick Drill pointing to items.

E) Home Assignment

Task	Type	Instructions
Complete	Imperative	Complete sentences using suitable possessive pronouns.
Write	Imperative	Write 10 sentences about things you and your family own.
Review	Question	What is the main difference between 'your' and 'yours'?

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 8	Lesson 3	32-33	Family Stories

LESSON 3: Family Stories

1. Learning Objectives

By the end of this lesson, students will be able to:

- Read and understand an email about family traditions and customs.
- Match new vocabulary related to traditions and memories with meanings.
- Identify and use the Simple Past Tense to talk about past events.
- Discuss the importance of family traditions.

2. Teaching Strategies

Reading for Detail, Vocabulary Matching, Tense Review

3. Resources Needed

Student's Book (Pages 32-33), Pictures of traditions, Past tense list

4. Steps to Follow

A) Warm up and revision (5 minutes)

Type	Question	Expected Answer
Revision	Give me a sentence using a possessive pronoun.	That phone is hers.
Warm-up	What is a 'tradition'?	Something a family does regularly.
Warm-up	Do you have any special family traditions?	Yes, we eat together on Friday.
Warm-up	What is your favorite family memory?	Going to the beach last summer.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Part of Speech	Meaning	Example Sentence
Customs	Noun	Ways of doing things passed down	It is a family custom to have Sunday dinner.
Traditions	Noun	Beliefs passed down	Traditions help us feel close.
Surprise party	Noun	Unexpected celebration	We planned a surprise party for Dad.
Backyard	Noun	Garden behind a house	Children are playing in the backyard.
Exchange	Verb	Give and receive	We exchange gifts

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			every Eid.
Memories	Noun	Things you remember	We have happy memories of our holiday.

2. New Structure

Topic	Function	Examples	Grammar Examples
Affirmative	Sub + Verb (Past)	Completed actions	We celebrated Dad's birthday.
Negative	Sub + did not + Verb	Action didn't happen	They did not go to the party.
Question	Did + Sub + Verb?	Ask about past	Did you read the email?
Irregular	Special Past Form	have -> had, make -> made	We had a special dinner.

C) Practice

1. Controlled Practice (10 minutes)

- Activity 1: Fill in the Blanks (customs, backyard, exchange, etc.)
- Activity 2: Simple Past Transformation (Present -> Past)

2. Free Practice (10 minutes)

- Activity 1: Group Discussion (My Favorite Tradition)
- Activity 2: True or False Reading Comprehension

D) Feedback and Consolidation (10 minutes)

Review regular/irregular verbs, Correct True/False answers, Wrap-up on closeness.

E) Home Assignment

Task	Type	Instructions
Write	Imperative	Write an email describing a special event from last year.
Answer	Question	Why is it important to keep traditions alive?
Find	Imperative	Find the past tense of: spend, bring, love, tell, say.

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 8	Lesson 4	34-35	The Golden Goose

LESSON 4: Story Time

1. Learning Objectives

By the end of this lesson, students will be able to:

- Read and comprehend a short story, focusing on character and plot.
- Infer the meaning of new vocabulary from context.
- Analyze the moral of the story (kindness vs greed).
- Use descriptive adjectives to talk about characters.

2. Teaching Strategies

Storytelling, Vocabulary in Context, Critical Thinking

3. Resources Needed

Student's Book (Pages 34-35), Pictures of kindness/greed, Story map

4. Steps to Follow

A) Warm up and revision (5 minutes)

Type	Question	Expected Answer
Revision	Tell me one thing you did yesterday.	I played football.
Warm-up	Have you ever received a reward for being kind?	Yes, a sticker.
Warm-up	What is the opposite of 'kindness'?	Greed.
Warm-up	Do you believe good things happen to good people?	Yes, kindness returns.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Part of Speech	Meaning	Example Sentence
Blessed	Adjective	Given divine favor	The old man blessed Dummling.
Shining	Adjective	Giving off bright light	He found shining gold feathers.
Adventures	Noun	Exciting experiences	The story is full of adventures.
Reveal	Verb	Make something known	The goose will reveal itself.
Greed	Noun	Wanting more than needed	Brothers' greed made them cut the tree.

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Ordinary	Adjective	Normal, not special	The goose was not ordinary.
Rewarded	Verb	Given for good work	Dummling was rewarded for kindness.

2. New Structure

Topic	Function	Examples	Grammar Examples
Adjectives	Describe nouns	kind, old, golden	Dummling is a kind boy.
Adjective Order	Opinion -> Size -> Age	strange, magical	He found a strange, magical power.
Comparative	Compare two things	kinder, kindest	Dummling was kinder than his brothers.

C) Practice

1. Controlled Practice (10 minutes)

- Activity 1: Match Words with Meanings
- Activity 2: Comprehension Questions (What did Dummling do first? etc.)

2. Free Practice (10 minutes)

- Activity 1: Character Analysis (Dummling vs Brothers)
- Activity 2: Critical Thinking (Moral of the story)

D) Feedback and Consolidation (10 minutes)

Summarize main events, Vocabulary check (greed/kindness), Wrap-up on kindness.

E) Home Assignment

Task	Type	Instructions
Write	Imperative	Write a diary entry as Dummling about meeting the old man.
Answer	Question	What is the most important lesson from the story?
Define	Imperative	Define 'ordinary' and give an example of something not ordinary.

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 8	Lesson 5	36-37	Let's Talk

LESSON 5: Let's Talk

1. Learning Objectives

By the end of this lesson, students will be able to:

- Engage in a conversation about family chores and plans.
- Use conversational expressions for agreement and assurance.
- Create a short dialogue using possessives and new expressions.
- Practice speaking clearly and respectfully.

2. Teaching Strategies

Dialogue Analysis, Role-Playing, Expression Drills

3. Resources Needed

Student's Book (Pages 36-37), List of expressions, Audio

4. Steps to Follow

A) Warm up and revision (5 minutes)

Type	Question	Expected Answer
Revision	Difference between 'greed' and 'kindness'?	Greedy is wanting too much; kindness is helping.
Warm-up	What is your favorite role at home?	Watering the plants.
Warm-up	How do you ask for a chore politely?	Could you please wash the dishes?
Warm-up	What do you say when you agree?	That's a good idea.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Part of Speech	Meaning	Example Sentence
Sure, Mom - What about...?	Agreement/Suggestion	Agreeing then asking	Sure, Mom - What about the room?
Good teamwork!	Praise	Acknowledging cooperation	We finished quickly. Good teamwork!
Don't worry	Assurance	Not to be anxious	Don't worry, I'll take care of it!
That's a good idea	Agreement	Accepting suggestion	Let's go. That's a good idea.
I'll take care of it!	Responsibility	Promising to handle	The cat needs food. I'll take care of it!
It's only fair!	Justification	Stating equity	You cook, I clean.

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			It's only fair!
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2. New Structure

Topic	Function	Examples	Grammar Examples
Possessive Pronouns	Avoid repetition	mine, yours	They're yours, Adel.
Asking for Roles	Using 'Who'	Who cleans?	Who is responsible for the dog?
Giving Assurance	Future tense	I'll clean	I'll bring my favorite dishes.

C) Practice

1. Controlled Practice (10 minutes)

- Activity 1: Dialogue Completion (Amira and Hassan)
- Activity 2: Expression Substitution in sentences

2. Free Practice (10 minutes)

- Activity 1: Partner Dialogue Creation (4-6 exchanges)
- Activity 2: Role-Play Presentation to class

D) Feedback and Consolidation (10 minutes)

Peer feedback on clarity, Expression drill (Situation -> Response), Wrap-up on communication.

E) Home Assignment

Task	Type	Instructions
Write	Imperative	Write a conversation about planning weekend chores.
Answer	Question	Best way to resolve chore disagreements?
Memorize	Imperative	Memorize the six conversational expressions.

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 8	Lesson 6	38-39	A Descriptive Paragraph

LESSON 6: A Descriptive Paragraph

1. Learning Objectives

By the end of this lesson, students will be able to:

- Review and consolidate unit vocabulary and language.
- Plan and structure a descriptive paragraph about a person.
- Write a coherent paragraph using adjectives and linking words.
- Assess understanding via Assessment Corner.

2. Teaching Strategies

Writing Process Approach, Language Consolidation, Self-Assessment

3. Resources Needed

Student's Book (Pages 38-39), Writing checklist, Vocabulary list

4. Steps to Follow

A) Warm up and revision (5 minutes)

Type	Question	Expected Answer
Revision	Example of possessive adj and pronoun.	My book, The book is mine.
Warm-up	What is a descriptive paragraph?	Uses details to describe someone.
Warm-up	First thing you notice about a friend?	Their smile/personality.
Warm-up	Three adjectives for personality?	Kind, honest, funny.

B) Presentation (10 minutes)

1. New Vocabulary

Word	Part of Speech	Meaning	Example Sentence
Caring	Adjective	Kind and helpful	She is a caring friend.
Babysit	Verb	Look after children	I babysit my cousins.
Assist	Verb	To help	He assists his father.
Memories	Noun	Things remembered	We share happy memories.
Traditions	Noun	Customs passed down	Traditions are important.
Loyal	Adjective	Faithful	A best friend should be loyal.

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2. New Structure

Topic	Function	Examples	Grammar Examples
Topic Sentence	Introduces main idea	My best friend Sarah...	To begin with...
Supporting Details	Specific info	She is bright, funny	Also, she is loyal.
Linking Words	Connects ideas	and, also, so	She is funny and bright.
Concluding Sentence	Summarizes	Friendship is important	In conclusion...

C) Practice

1. Controlled Practice (10 minutes)

- Activity 1: Assessment Corner (Vocabulary completion)
- Activity 2: Assessment Corner (Language/Grammar review)

2. Free Practice (10 minutes)

- Activity 1: Writing Plan (Introduction, Physical, Personality, Background, Conclusion)
- Activity 2: Drafting the paragraph (80-100 words)

D) Feedback and Consolidation (10 minutes)

Peer review for possessives and adjectives, Teacher feedback on common errors, Wrap-up.

E) Home Assignment

Task	Type	Instructions
Write	Imperative	Write the final version of your descriptive paragraph.
Answer	Question	Most important quality in a friend?
Prepare	Imperative	List five new adjectives for appearance.

Unit 9

Making it Yourself

Mr Sobhy Borda

Mr Sobhy Borda Preparatory 1 Term 2

Unit Name & Number	Unit 9: Unit 9: Making it Yourself
Lesson Name & Number	Lesson 1: How to Make a Falafel Sandwich
Lesson Title	How to Make a Falafel Sandwich
Page Number	41-42

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify and use new vocabulary related to food and cooking processes.
- Apply sequence words (First, Next, Then, Finally) to describe a process.
- Read and comprehend a short text about making a falafel sandwich.
- Differentiate between the usage of the verbs make and do.

2. Teaching Strategies

- Communicative Language Teaching (CLT)
- Task-Based Learning (TBL)
- Visual Aids

3. Resources Needed

- Student's Book (Pages 41-42)
- Whiteboard/Projector
- Flashcards
- Worksheet

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What is your favorite traditional Egyptian food?
- Do you prefer making food at home or buying it?
- What is the easiest meal you can prepare?
- What ingredients do you need to make a simple sandwich?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
spoonful	Noun	Please add a spoonful of sugar to my tea.

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sauce	Noun	This chicken is served with a delicious mushroom sauce.
tahini	Noun	Tahini is a thick liquid made from sesame seeds.
fold	Verb	Fold the paper in half to make a card.
pickles	Noun	I like to put salty pickles in my burger.
chopped	Adjective	We need some chopped tomatoes for the salad.

2. New Structure

Structure	Grammar Examples
Sequence Words	First, you need to wash the vegetables. / Next, cut the tomatoes. / Finally, serve the salad.
Make vs. Do	I always make my bed. / She needs to do her homework.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Sequencing Task	Reorder jumbled sentences using sequence words.	Sequence Words
Gap-Fill	Complete sentences using make or do.	Make vs. Do
Vocabulary Match	Match new vocabulary with definitions.	New Vocabulary

2. Free Practice (10 minutes)

Activity	Description	Focus
Recipe Role-Play	Pairs describe how to make a sandwich.	Fluency

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What's Next? Game	Add steps to a routine using sequence words.	Spontaneous Use
Sentence Creation	Write sentences using new vocab and make/do.	Application

D) Feedback and Consolidation (10 minutes)

Error Correction on board

Quick oral quiz on make/do

Summary of sequence words

E) Home Assignment

Write a paragraph describing how to make your favorite drink.

Find 5 more phrases for 'do' and 'make'.

Unit Name & Number	Unit 9: Unit 9: Making it Yourself
Lesson Name & Number	Lesson 2: Everyday Activities
Lesson Title	Everyday Activities
Page Number	43-44

1. Learning Objectives

By the end of this lesson, students will be able to:

Discuss and describe daily routines and household chores.

Apply the possessive forms ('s, s', of) correctly.

Distinguish between possessive forms for people, animals, and things.

Listen for specific information about a daily routine.

2. Teaching Strategies

Audio-Lingual Method

Discovery Learning

Pair Work

3. Resources Needed

Student's Book (Pages 43-44)

Audio recording

Whiteboard

Worksheet

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

What time do you usually wake up?

What is one thing you do every day before school?

Do you help with chores?

What is the last thing you do before sleep?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
make her bed	Phrase	My sister always makes her bed after she wakes up.

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help with the dishes	Phrase	I always help with the dishes after dinner.
listen to music	Phrase	They like to listen to music while doing homework.
do homework	Phrase	Marwa has to do homework for two hours.
exercise	Verb	We should exercise for half an hour every day.
daily routine	Noun	My daily routine includes school and sports.

2. New Structure

Structure	Grammar Examples
Possessive ('s)	Sarah's mother is a doctor. / The dog's tail is long.
Possessive (of)	The door of the house is blue. / The importance of education.
Possessive (s')	The boys' clothes are clean. / The students' books.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Correction Task	Correct mistakes in possessive forms.	Possessive ('s, s')
Fill-in-the-Blanks	Complete sentences using 's, s', or 'of'.	Possessive Forms
Listening	Answer True/False questions about Marwa's routine.	Listening Skills

2. Free Practice (10 minutes)

Activity	Description	Focus

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Pair Interview	Interview partner about routine and report back.	Speaking
Picture Description	Create sentences using 'of' or 's for objects.	Possessive Forms
Transformation	Rewrite sentences using different possessive forms.	Grammar Flexibility

D) Feedback and Consolidation (10 minutes)

Board work with examples

Concept check on 'of' vs 's

Vocabulary review

E) Home Assignment

Write 5 sentences about family belongings.

Find 3 examples of 'of' possessive.

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Unit Name & Number	Unit 9: Unit 9: Making it Yourself
Lesson Name & Number	Lesson 3: A Family Occasion
Lesson Title	A Family Occasion
Page Number	45-46

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify and use vocabulary related to celebrations.
- Read and understand a narrative text about a past event.
- Answer comprehension questions based on the text.
- Write a short paragraph describing a family celebration.

2. Teaching Strategies

- Reading for Detail
- Contextualization
- Guided Writing

3. Resources Needed

- Student's Book (Pages 45-46)
- Celebration pictures
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What family occasions do you celebrate?
- How do you prepare for a birthday?
- What is your favorite part of a party?
- Do you help with preparations?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
decorate	Verb	We decorate the room with balloons.
banner	Noun	She hung a 'Happy Birthday' banner.

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clean-up	Noun	We all helped with the clean-up.
celebrate	Verb	We will celebrate my graduation.
surprised	Adjective	Omar was surprised by his friends.
list	Noun	Mother made a list of things to buy.

2. New Structure

Structure	Grammar Examples
Past Simple	Last Friday, we prepared a party. / They shouted 'Happy Birthday!'
Adjectives of Emotion	The children were surprised. / I felt happy.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Multiple Choice	Answer questions based on the text.	Comprehension
Fill in Blanks	Complete sentences using box words.	Vocabulary
Sequencing	Order the preparation steps.	Reading for Detail

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	Discuss family birthday traditions.	Speaking
Writing Outline	Create an outline for a celebration paragraph.	Pre-Writing
Sentence Expansion	Expand simple sentences with adjectives.	Descriptive Language

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D) Feedback and Consolidation (10 minutes)

Writing share

Vocabulary check

Summary of events

E) Home Assignment

Write a paragraph (80-100 words) about a family occasion.

Find past simple forms of 5 verbs.

Unit Name & Number	Unit 9: Unit 9: Making it Yourself
Lesson Name & Number	Lesson 4: Story Time: The Golden Goose
Lesson Title	Story Time: The Golden Goose
Page Number	47-48

1. Learning Objectives

By the end of this lesson, students will be able to:

- Infer meaning of new vocabulary from context.
- Analyze characters' actions and motivations.
- Answer comprehension questions about the plot.
- Express opinion on the moral of the story.

2. Teaching Strategies

- Extensive Reading
- Critical Thinking
- Vocabulary in Context

3. Resources Needed

- Student's Book (Pages 47-48)
- Story pictures
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What happened in the last chapter?
- What will happen to the goose?
- Why do people want others' things?
- What is greed?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
curious	Adjective	The curious children gathered around.
attached	Adjective	The boy was attached to the

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		goose.
puzzled	Adjective	Dummling looked puzzled by the line.
attract	Verb	Shiny feathers attract attention.
stuck	Adjective	The children were stuck to the goose.
unaware	Adjective	He was unaware of the people following.

2. New Structure

Structure	Grammar Examples
Adjectives of Feeling	He felt curious. / She was puzzled.
Passive Voice (Past)	The goose was touched. / They were stuck.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Match Meaning	Match vocab with definitions.	Vocabulary
True or False	Read statements about the story.	Comprehension
Sequencing	Order the main events of the chapter.	Reading for Detail

2. Free Practice (10 minutes)

Activity	Description	Focus
Character Analysis	Discuss boys' personalities.	Critical Thinking
Alternative Ending	Suggest different actions for characters.	Creative Thinking
Dialogue	Create dialogue using new vocab.	Application

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D) Feedback and Consolidation (10 minutes)

Moral discussion

Vocabulary review

Story summary

E) Home Assignment

Write a paragraph on the moral of the story.

Draw a scene from the story.

Unit Name & Number	Unit 9: Unit 9: Making it Yourself
Lesson Name & Number	Lesson 5: Let's Talk
Lesson Title	Let's Talk
Page Number	49-50

1. Learning Objectives

By the end of this lesson, students will be able to:

- Engage in conversation about food preparation.
- Use imperative verbs and sequence words.
- Complete a dialogue using context clues.
- Create a short dialogue about cooking.

2. Teaching Strategies

- Role-Playing
- Controlled Practice
- Fluency Practice

3. Resources Needed

- Student's Book (Pages 49-50)
- Ingredient pictures
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Homemade vs Restaurant food?
- Favorite pizza toppings?
- Hardest thing to cook?
- Easiest thing to cook?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
ingredients	Noun	Main ingredients are flour and eggs.
pour it	Phrase	Pour it into the bowl slowly.
mix well	Phrase	Mix well until smooth.

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flip it	Phrase	Flip it over after two minutes.
dough	Noun	The pizza dough needs to rise.
toppings	Noun	My favorite toppings are olives.

2. New Structure

Structure	Grammar Examples
Imperatives	First, mix the flour. / Don't forget salt.
Asking for Instructions	What should I do first? / Can I add sauce?

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Dialogue Completion	Complete pancake dialogue.	Vocabulary
Instruction Matching	Match start and end of instructions.	Imperatives
Reordering	Order the pizza dialogue lines.	Structure

2. Free Practice (10 minutes)

Activity	Description	Focus
Role-Play	Hind & Chef conversation.	Fluency
Giving Instructions	Give instructions for a simple task.	Functional Language
Guess the Recipe	Step-by-step instructions game.	Listening

D) Feedback and Consolidation (10 minutes)

Dialogue performance

Error correction

Key phrase review

E) Home Assignment

Write a dialogue about making fruit salad.

List 5 imperatives for cleaning a room.

Unit Name & Number	Unit 9: Unit 9: Making it Yourself
Lesson Name & Number	Lesson 6: Instructions (How to...)
Lesson Title	Instructions (How to...)
Page Number	51-52

1. Learning Objectives

By the end of this lesson, students will be able to:

- Use cooking vocabulary and instructions.
- Write clear, well-structured instructions.
- Incorporate sequence words and imperatives.
- Apply possessive forms in writing.

2. Teaching Strategies

- Model Analysis
- Guided Writing
- Peer Review

3. Resources Needed

- Student's Book (Pages 51-52)
- Writing checklist
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Important words for instructions?
- First step for scrambled eggs?
- Mix vs Stir?
- What is a recipe?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
mixture	Noun	The mixture should be smooth.
scrambled	Adjective	I like scrambled eggs.
break	Verb	Break the eggs into a bowl.

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fluffy	Adjective	Whisk eggs to make them fluffy.
bowl	Noun	Put ingredients in a large bowl.
stir	Verb	Stir the sauce constantly.

2. New Structure

Structure	Grammar Examples
Action Verbs	Mix the ingredients. / Bake for 15 mins.
Possessive Review	Grandmother's favorite food. / Pizza's crust.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Word Completion	Complete scrambled eggs text.	Vocabulary
Sentence Combining	Combine sentences with sequence words.	Structure
Checklist	Check pizza text against checklist.	Analysis

2. Free Practice (10 minutes)

Activity	Description	Focus
Drafting	Draft instructions for a topic.	Writing
Peer Review	Exchange and check drafts.	Editing
Presentation	Present instructions orally.	Fluency

D) Feedback and Consolidation (10 minutes)

Writing tips review

Vocabulary game

Summary of unit

E) Home Assignment

Write instructions for Hot Chocolate (80-100 words).

List 5 useful phrases for instructions.

Unit 10
Helping Others
Mr Sobhy Borda

Unit Name & Number	Unit 10: Unit 10: Helping Others
Lesson Name & Number	Lesson 1: Kindness Stories
Lesson Title	Kindness Stories
Page Number	58-59

1. Learning Objectives

By the end of this lesson, students will be able to:

- Identify the main ideas and details in a text about charity and volunteer stories.
- Recognize the values of kindness, teamwork, and responsibility.
- Infer the meaning of new vocabulary from context.
- Apply different word forms (Noun, Verb, Adjective, Adverb) of target vocabulary.

2. Teaching Strategies

- Reading for Comprehension
- Vocabulary Building
- Values Clarification

3. Resources Needed

- Student's Book (Pages 58-59)
- Whiteboard/Projector
- Worksheet for word-form exercises

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Have you ever helped someone in need? How?
- Why do you think kindness is important in our community?
- What is the easiest way to make someone happy?
- What is the difference between charity and volunteering?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
neighborhood	Noun	Amal invited people in her neighborhood to join the visiting day.
flyers	Noun	She created colorful flyers to share around the community.

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warmly	Adverb	The elderly neighbors greeted the students warmly.
meaningful	Adjective	Amal wanted to do something meaningful for her community.
attention	Noun	Sometimes, kindness simply means giving time and attention.
care	Noun/Verb	We must show care for the elderly people in our society.

2. New Structure

Structure	Grammar Examples
Word Forms	Attention (N) / help (V) / meaningful (Adj) / warmly (Adv).
Phrasal Verbs	We should always give back to our community.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Vocabulary Match	Match new vocabulary with definitions.	Vocabulary Recognition
Comprehension	Answer questions based on Amal's story.	Reading for Detail
Word Form Table	Complete table with Noun, Verb, Adj, Adv forms.	Word Families

2. Free Practice (10 minutes)

Activity	Description	Focus
Role-Play	Role-play conversation between Amal and neighbors.	Fluency
Personal Reflection	Write sentences about a time you showed kindness.	Personalization
Discussion	Discuss the lesson: 'Kindness is not always money'.	Critical Thinking

D) Feedback and Consolidation (10 minutes)

- Error Correction on board
- Quick oral quiz on vocabulary
- Summary of the story's message

E) Home Assignment

- Write a paragraph about a meaningful act of kindness.
- Find 3 more words and their different forms.

Unit Name & Number	Unit 10: Unit 10: Helping Others
Lesson Name & Number	Lesson 2: Volunteer Interviews
Lesson Title	Volunteer Interviews
Page Number	60-61

1. Learning Objectives

By the end of this lesson, students will be able to:

- Listen for specific details about volunteer work in short interviews.
- Identify different types of voluntary work in the community.
- Use the Future Simple Tense (will + infinitive) correctly.
- Talk about their own plans for volunteering.

2. Teaching Strategies

- Audio-Lingual Method
- Grammar Focus
- Pair Work

3. Resources Needed

- Student's Book (Pages 60-61)
- Audio recording
- Whiteboard
- Worksheet

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- Would you like to volunteer? Why or why not?
- What kinds of voluntary work do you know?
- What is the most important thing volunteering teaches us?
- What are some things you will do this weekend?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
volunteer	Verb/Noun	Omar is a volunteer who helps improve the park.
community	Noun	Voluntary work helps to improve the whole community.

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reward	Noun/Verb	Volunteering is a very rewarding experience.
collect trash	Phrase	We collect trash in the park every Saturday morning.
plant flowers	Phrase	Lina and her friends plant flowers to make the city beautiful.
animal shelter	Noun	Mona volunteers at the local animal shelter.

2. New Structure

Structure	Grammar Examples
Future Simple (+)	I will help you. / She will visit Alexandria.
Future Simple (-)	They won't watch the match. / I will not send email.
Future Simple (?)	Will you help your neighbor? / Will they go to the beach?

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Listening	Answer True/False and MCQ about interviews.	Listening for Detail
Verb Correction	Complete sentences using Future Simple Tense.	Grammar
Sentence Making	Make complete sentences using given words.	Application

2. Free Practice (10 minutes)

Activity	Description	Focus
Volunteer Idea	Talk with partner about how to volunteer.	Speaking
Quick Decisions	Make quick decisions using 'will' for situations.	Spontaneous Use
Prediction Game	Write predictions about next school year.	Prediction

D) Feedback and Consolidation (10 minutes)

- Board work with Future Simple examples
- Concept check on 'will' uses
- Review of voluntary work types

E) Home Assignment

- Write 5 sentences about next summer plans.
- List 5 time expressions for Future Simple.

Unit Name & Number	Unit 10: Unit 10: Helping Others
Lesson Name & Number	Lesson 3: Helping Ideas
Lesson Title	Helping Ideas
Page Number	62-63

1. Learning Objectives

By the end of this lesson, students will be able to:

- Read and understand a text about small acts of kindness.
- Identify and use new vocabulary related to effort and ability.
- Analyze the text to answer comprehension questions.
- Write a short paragraph about a small act of kindness.

2. Teaching Strategies

- Reading for Detail
- Vocabulary in Context
- Guided Writing

3. Resources Needed

- Student's Book (Pages 62-63)
- Whiteboard/Projector
- Worksheet

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- How can we help people every day?
- Do you think helping others always costs money?
- What is a small act of kindness you did yesterday?
- What is the difference between a big project and a small effort?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
huge	Adjective	Helping others does not always mean a huge amount of money.
effort	Noun	Even a small effort can make a big difference.
patience	Noun	Helping a friend just needs patience to hear problems.

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alone	Adverb	Helping a friend shows them they are not alone.
powerful	Adjective	Daily acts of kindness are very powerful.
kindness	Noun	Kindness is a small action from the heart.

2. New Structure

Structure	Grammar Examples
Conjunctions	Helping doesn't mean money, but it's part of life.
Adj of Degree	The project was huge. / The impact was powerful.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Vocabulary Match	Match new vocabulary with meanings.	Recognition
Multiple Choice	Choose correct answer based on text.	Comprehension
True or False	Read statements and decide if T or F.	Detail

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	Why are small acts of kindness powerful?	Critical Thinking
Writing Prep	Prepare outline for kindness paragraph.	Pre-Writing
Sentence Creation	Write sentences using huge, effort, powerful.	Application

D) Feedback and Consolidation (10 minutes)

- Writing share
- Vocabulary check
- Summary of main idea

E) Home Assignment

- Write a paragraph about a daily act of kindness.
- List 5 ways to help an elderly person.

Unit Name & Number	Unit 10: Unit 10: Helping Others
Lesson Name & Number	Lesson 4: Story Time: The Golden Goose
Lesson Title	Story Time: The Golden Goose
Page Number	64-65

1. Learning Objectives

By the end of this lesson, students will be able to:

- Infer meaning of new vocabulary from context.
- Analyze characters' reactions to the magical goose.
- Answer comprehension questions about the plot.
- Evaluate moral implications of laughing at others.

2. Teaching Strategies

- Extensive Reading
- Critical Thinking
- Vocabulary in Context

3. Resources Needed

- Student's Book (Pages 64-65)
- Story pictures
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What does it mean to be proud of yourself?
- Why do people join in without thinking?
- Who was the last person stuck to the goose?
- Where is Dummling going?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
struggling	Verb	The boys were struggling to pull themselves free.
amazement	Noun	Villagers watched the procession with amazement.
parade	Noun	Dummling walked proudly at the front of the parade.

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challenge	Noun	An unusual challenge was waiting at the palace.
let go	Phrase	They couldn't let go of the magical goose.
wonder	Noun	Children clapped and pointed in wonder.

2. New Structure

Structure	Grammar Examples
Adverbs of Manner	Dummling walked proudly. / Boys cried loudly.
Verbs of Emotion	Schoolmaster laughed. / Villagers clapped.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Match Meaning	Match vocab with definitions.	Vocabulary
Sequencing	Order the main events of the chapter.	Detail
True or False	Read statements about the story.	Comprehension

2. Free Practice (10 minutes)

Activity	Description	Focus
Discussion	What does this teach about laughing at others?	Moral Analysis
Perspective	What would you do if you saw the parade?	Perspective Taking
Dialogue	Create dialogue between two villagers.	Application

D) Feedback and Consolidation (10 minutes)

- Moral discussion
- Vocabulary review
- Story summary

E) Home Assignment

- Write why the schoolmaster and farmer got stuck.
- Write a newspaper headline for the parade.

Unit Name & Number	Unit 10: Unit 10: Helping Others
Lesson Name & Number	Lesson 5: Let's Talk
Lesson Title	Let's Talk
Page Number	66-67

1. Learning Objectives

By the end of this lesson, students will be able to:

- Engage in conversation about helping the community.
- Use conversational expressions to agree and confirm.
- Complete a dialogue using context clues.
- Create a short conversation about helping others.

2. Teaching Strategies

- Role-Playing
- Controlled Practice
- Fluency Practice

3. Resources Needed

- Student's Book (Pages 66-67)
- Expressions list
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- How do you help your siblings at home?
- How can you help classmates at school?
- What is important about voluntary work?
- How can you help the environment?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
voluntary work	Noun	Cleaning the park is voluntary work.
responsibility	Noun	Helping community teaches responsibility.
environment	Noun	Help environment by planting trees.

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plant trees	Phrase	Planting trees protects the environment.
clean up	Verb	We should clean up the neighborhood.
local community	Noun	Look for ways to help local community.

2. New Structure

Structure	Grammar Examples
Expressions	That's true. / Exactly! / I agree. / Me too.
Gerunds	Helping others makes people happy. / Volunteering is rewarding.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Dialogue Completion	Complete Tamer and Rami dialogue.	Vocabulary
Matching	Match expressions with their function.	Functional Language
Transformation	Rewrite sentences using gerund as subject.	Grammar

2. Free Practice (10 minutes)

Activity	Description	Focus
Create Conversation	Pairs create conversation about community help.	Fluency
Chain Conversation	Agree or add ideas using expressions.	Spontaneous Use
Idea Generation	List 5 new ways to help community.	Idea Fluency

D) Feedback and Consolidation (10 minutes)

- Dialogue performance
- Error correction
- Key phrase review

E) Home Assignment

- Write a dialogue about a new volunteering idea.
- List 5 sentences using gerund as subject.

Unit Name & Number	Unit 10: Unit 10: Helping Others
Lesson Name & Number	Lesson 6: Voluntary Work
Lesson Title	Voluntary Work
Page Number	68-69

1. Learning Objectives

By the end of this lesson, students will be able to:

- Review and apply all target vocabulary from Unit 10.
- Plan and write a short text about future plans.
- Use Future Simple Tense to express intentions.
- Use linking words to connect ideas.

2. Teaching Strategies

- Model Analysis
- Guided Writing
- Peer Review

3. Resources Needed

- Student's Book (Pages 68-69)
- Writing checklist
- Whiteboard

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions only:

- What are your plans for next summer?
- What will you do to help neighbors?
- Important words for future plans?
- How will your actions help community?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Type	Example Sentence
donate	Verb	I will donate old clothes to charity.
charity	Noun	Collecting money for a local charity.
happiness	Noun	Helping others brings great happiness.

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responsibility	Noun	Responsibility to keep the park clean.
effort	Noun	Small effort makes a huge difference.
powerful	Adjective	Daily acts of kindness are powerful.

2. New Structure

Structure	Grammar Examples
Future for Plans	I will spend time usefully. / We will plant trees.
Linking Words	I will help neighbors and community. / I will also make flyers.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description	Focus
Text Completion	Complete Bassem's plans text.	Vocabulary
Tip Analysis	Create checklist from Writing Tip box.	Analysis
Sentence Building	Write plan sentences using linking words.	Grammar

2. Free Practice (10 minutes)

Activity	Description	Focus
Planning	Pairs plan voluntary work for next summer.	Planning
Drafting	Write short text about voluntary work plans.	Writing
Peer Review	Exchange and check drafts for Future Simple.	Editing

D) Feedback and Consolidation (10 minutes)

- Writing tips review
- Vocabulary game
- Summary of unit

E) Home Assignment

- Review all Unit 10 vocab and grammar.
- Write paragraph on making neighbors happy.

English Lesson Preparations

Unit 11: The Natural World

Prepared by:

Mr Sobhy Borda

Mr Sobhy Borda Preparatory 1 Term 2

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 1	72-73	The Wonders of Nature

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Identify the main ideas and key details in short texts about natural wonders.
Vocabulary	Use new vocabulary related to natural features (e.g., towering, mist, landmark).
Speaking	Discuss personal opinions about natural places they have seen or heard about.
Critical Thinking	Evaluate the importance of protecting natural environments.

2. Teaching Strategies

Strategy	Description
Interactive Reading	Students read the text silently, then read aloud in turns, followed by comprehension checks.
Vocabulary in Context	New words are introduced using real-life examples and sentences from the text.
Pair-Share Discussion	Students discuss pre-reading questions and post-reading opinions with a partner.

3. Resources Needed

- Student's Book (Pages 72-73)
- Whiteboard/Projector
- Flashcards for new vocabulary
- World map or images of the natural wonders

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is the most beautiful place in nature you have ever visited?
Why do people travel long distances to see natural wonders like waterfalls or deserts?
Can you name one famous natural landmark in Egypt?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
towering	Very tall; rising high into the air.	The towering waterfall created a loud noise.
landmark	An object or feature that is easily seen and recognized.	The Great Pyramid of Giza is a famous Egyptian landmark.
species	A group of animals or plants that are similar.	Lake Malawi is home to many different species of fish.
mist	A cloud of tiny water drops in the air.	The waterfall's spray created a thick mist.
rise	To move upwards.	The hot air will rise quickly to the sky.
flat	Smooth and level.	The top of Table Mountain is very flat.

2. New Structure

Focus	Grammar Examples
Superlative Structure	Victoria Falls is one of the most famous waterfalls in the world.
Adjective Placement	It is a powerful waterfall.
Adjective Placement	The mountain has a flat top.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Matching	Students match the new vocabulary words with their definitions.
True/False	Students read statements about the text and decide if they are True or False.
Fill in the Blanks	Students complete sentences using the new vocabulary in context.

2. Free Practice (10 minutes)

Activity	Description
'Describe a Wonder'	Students write three descriptive sentences about a natural wonder.
Pair Discussion	Students discuss which natural wonder they would choose to visit and why.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Error Correction	Teacher writes common errors on the board for class correction.
Summary	Students summarize the main idea of the reading passage in one sentence.

E) Home Assignment

Tasks
Write a short paragraph about the importance of protecting natural landmarks.
Find another famous natural wonder in Africa and write down three facts about it.

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 2	74-75	Weather Forecasts

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Listening	Listen for general meaning and specific details in short weather reports.
Grammar	Form and use comparative and superlative adjectives correctly.
Speaking	Describe weather conditions and give a short weather forecast.
Writing	Rewrite sentences using different forms of comparison.

2. Teaching Strategies

Strategy	Description
Inductive Grammar	Students analyze examples of comparatives and superlatives before learning the rules.
Repetitive Listening	Students listen to the audio twice for general and specific details.
Role-Play	Students take on the role of a weather reporter to practice speaking.

3. Resources Needed

- Student's Book (Pages 74-75)
- Listening Audio
- Whiteboard/Projector
- Grammar cha

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What are the three natural wonders we discussed in the last lesson?
What kind of weather do you enjoy the most: sunny, rainy, or snowy?
How does the weather today compare to the weather yesterday?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
forecast	A statement about what is	The weather forecast says it

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	going to happen in the future.	will be sunny tomorrow.
icy	Covered with or consisting of ice.	Be careful when you walk; the roads are very icy tonight.
extreme	Very great or intense.	The desert has extreme temperatures.
warmer	Having a higher temperature.	Cairo is warmer than London today.
coldest	Having the lowest temperature.	Moscow is the coldest city in the report.

2. New Structure

Focus	Grammar Examples
Short Adjectives	Cairo is hotter than London. (Comparative)
Short Adjectives	Cairo is the hottest city. (Superlative)
Long Adjectives	This is more beautiful than that. (Comparative)
Irregular Adjectives	This is better than the last one. (Comparative of good)

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Sentence Completion	Students complete sentences using the correct comparative or superlative form.
Error Correction	Students identify and correct the mistake in sentences using comparatives.
Sentence Transformation	Students rewrite sentences using a different comparative structure.

2. Free Practice (10 minutes)

Activity	Description
'Compare Your Cities'	Students work in pairs to compare the weather of two cities.
Weather Report Role-Play	Students prepare a short weather update for a local radio station.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Peer Review	Students exchange their weather reports and check for correct grammar.
Grammar Review	Teacher reviews the rules for forming comparatives and superlatives.

E) Home Assignment

Tasks
Write five sentences comparing two different animals using comparative and superlative adjectives.
What is the most interesting fact you learned about the weather?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 3	76-77	Nature Facts

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Extract specific information about animal and plant adaptations from a text.
Vocabulary	Define and use specialized vocabulary related to nature and biology.
Speaking	Share facts and opinions about amazing animals in nature.
Critical Thinking	Discuss the importance of protecting biodiversity.

2. Teaching Strategies

Strategy	Description
Jigsaw Reading	Divide the text into sections and assign each section to a group.
Contextual Clues	Teach students to guess the meaning of new words using the surrounding text.
Think-Pair-Share	Structured discussion activity to encourage deeper engagement.

3. Resources Needed

- Student's Book (Pages 76-77)
- Whiteboard/Projector
- Images of animals and plants

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Can you give me a sentence using a superlative adjective?
What is the most special thing you know about a giraffe?
Do you know what bamboo is, and where it grows?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
biodiverse	Having many different species of	The Amazon Rainforest is one

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	animals and plants.	of the most biodiverse places on Earth.
adapt	To change in order to survive in a new environment.	Many desert animals adapt to the heat by sleeping during the day.
sensitive	Easily affected or responsive to changes.	The Venus flytrap has sensitive hairs that help it catch insects.
nutrients	Substances that plants and animals need to grow.	The Venus flytrap gets its nutrients from the insects it eats.
shrinks	Becomes smaller in size.	When the weather is cold, the metal can shrink slightly.
tongue	The soft, movable part in the mouth.	A giraffe uses its long tongue to reach high leaves.

2. New Structure

Focus	Grammar Examples
Present Simple (Facts)	Bamboo grows up to 90 cm in just one day.
Present Simple (Adaptation)	The camel stores fat to survive the heat.
Relative Clauses	The Venus flytrap is a plant which eats insects.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Matching	Students match the new vocabulary words with their correct definitions.
Fill in the Blanks	Students complete sentences using the correct words from the list.
Comprehension Questions	Students answer questions based on the reading text.

2. Free Practice (10 minutes)

Activity	Description
'Amazing Animals'	Students discuss an amazing animal in nature using Think-Pair-Share.
Fact Creation	Students write two new facts about one of the animals from the lesson.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Vocabulary Check	Teacher asks students to use the new words in their own sentences.
Class Discussion	Discuss how these facts make you think about protecting the environment.

E) Home Assignment

Tasks
Research a plant or animal that lives in the desert and write three sentences about its adaptation.
Why is the Amazon Rainforest considered biodiverse?

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 4	78-79	Story Time: The Golden Goose

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Follow the plot and understand the sequence of events in a short story.
Vocabulary	Infer the meaning of abstract vocabulary related to character and values.
Critical Thinking	Analyze the characters' motivations and evaluate the moral of the story.
Speaking	Express opinions on the importance of values like kindness and determination.

2. Teaching Strategies

Strategy	Description
Predictive Reading	Students predict what will happen next based on the title.
Vocabulary Matching	Students match new words with their definitions.
Character Analysis	Focus discussion on the main character's traits.

3. Resources Needed

- Student's Book (Pages 78-79)
- Whiteboard/Projector
- List of character traits

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What does it mean for an animal to adapt? Give an example.
Why do you think laughter is important in life?
What does it mean to keep a promise?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
doubt	A feeling of not being sure about something.	The king had no doubt that Dummling was worthy.
kingdom	A country ruled by a king or queen.	The princess lived in a large and beautiful kingdom.
worthy	Good enough to deserve something.	Dummling proved himself worthy of the princess's hand.
determination	The quality of trying to do something even when it is difficult.	His determination helped him face all the challenges.
prove	To show that something is true.	Dummling had to prove his kindness to the king.
strength	The quality of being physically or mentally strong.	He showed great strength and kindness.

2. New Structure

Focus	Grammar Examples
Past Simple (Narration)	The princess laughed loudly for the first time.
Past Simple (Narration)	Dummling entered the town with his strange parade.
Adverbs of Manner	She laughed loudly and happily.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Matching	Students match the new vocabulary words with their meanings.
True/False	Students read statements about the story and decide if they are True or False.
Comprehension Questions	Students answer questions about the plot and characters.

2. Free Practice (10 minutes)

Activity	Description
'Critical Thinking'	Students discuss what tasks they would give Dummling if they were the king.
Story Retell	Students work in pairs to retell a part of the story in their own words.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Vocabulary Review	Teacher checks understanding of abstract words like determination.
Moral Discussion	Discuss how Dummling's kindness helped him succeed.

E) Home Assignment

Tasks
Imagine you are the princess. Write a diary entry describing the day you finally laughed.
Do you think the king was right to make the challenge so difficult?

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 5	80-81	Let's Talk

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Speaking	Use conversational expressions to start, maintain, and end a dialogue.
Vocabulary	Use vocabulary related to tourism and historical sites.
Listening	Understand and respond appropriately to questions in a conversation.
Writing	Complete a dialogue using context clues and appropriate language.

2. Teaching Strategies

Strategy	Description
Model Dialogue	Teacher models the dialogue with a student.
Role-Playing	Students practice the dialogue in pairs, switching roles.
Substitution Drills	Students substitute key words in the model dialogue.

3. Resources Needed

- Student's Book (Pages 80-81)
- Whiteboard/Projector
- List of Conversational Expressions

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is one positive character trait that Dummling showed?
What amazing places do you know in Egypt?
Which one is ancient and which one is modern?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence

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ancient	Belonging to the very distant past.	The Great Pyramid is an ancient wonder of Egypt.
modern	Relating to the present or recent times.	The Grand Egyptian Museum is a modern building.
artifacts	An object made by a human being.	The museum has thousands of artifacts from the past.
eager	Wanting very much to do something.	I am eager to see what seems so fantastic in Egypt.
achievement	A thing done successfully with effort.	Egypt is famous for its ancient glory and modern achievements.
fantastic	Extremely good or impressive.	The tour guide promised a fantastic experience.

2. New Structure

Focus	Grammar Examples
Present Perfect Question	Have you ever been to the New Egyptian Museum?
Expressing Excitement	I can't wait! What will we start with?
Expressing Surprise	How amazing! How old is it?

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Dialogue Completion	Students complete the dialogue between Leen and Dima.
Expression Practice	Students practice saying the conversational expressions with correct intonation.
Question/Answer Drill	Teacher asks questions from the dialogue, and students respond.

2. Free Practice (10 minutes)

Activity	Description
'Create a Dialogue'	Students work with a partner to create a new dialogue about an amazing animal.
Role-Play Performance	Selected pairs perform their new dialogue for the class.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Fluency Feedback	Teacher provides positive feedback on students' fluency.
Review Expressions	Review the meaning and context for each conversational expression.

E) Home Assignment

Tasks
Write a short dialogue between two friends planning a trip to a famous place in Egypt.
What is the difference between an ancient wonder and a modern achievement?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 6	82-83	Nature Around Me

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Writing	Write a short descriptive paragraph (80-100 words) about nature and weather.
Grammar	Apply comparative and superlative adjectives correctly in a descriptive text.
Vocabulary	Integrate target vocabulary from the unit into their writing.
Critical Thinking	Describe how the weather changes in their area.

2. Teaching Strategies

Strategy	Description
Model Analysis	Students analyze the provided example text to identify good writing techniques.
Writing Workshop	Students draft their paragraphs in class with teacher feedback.
Sensory Details	Focus on using sensory details (look, sound, feel) in descriptions.

3. Resources Needed

- Student's Book (Pages 82-83)
- Whiteboard/Projector
- List of Unit 11 Target Vocabulary

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Can you use the expression 'I can't wait!' in a sentence?
What natural things do you see near your home?
How does nature change during different seasons in your area?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
vast	Used to describe large areas.	The vast desert stretched out to the horizon.
towering	Used to describe height.	The towering palm trees provided shade.
stretch	Used to describe extension over an area.	The sand dunes stretch for many miles.

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sensitive	Used to describe delicate things.	The camel's eyes are not sensitive to the bright sun.
snapping	Used to describe a quick, sharp sound.	I could hear the snapping of dry branches.
stay hydrated	Used to describe drinking enough water.	It is important to stay hydrated in the hot weather.

2. New Structure

Focus	Grammar Examples
Comparative	Winter is colder than autumn in my city.
Superlative	Spring is the most beautiful season for flowers.
Connectors	I love the sea, but the desert is also amazing.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Gap-Fill Task	Students complete the text about palm trees using a word of their own.
Sentence Building	Students write three sentences using a comparative, a superlative, and a connector.

2. Free Practice (10 minutes)

Activity	Description
Drafting	Students write a short descriptive paragraph about nature and weather.
Self-Correction	Students check their draft for correct grammar and vocabulary.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Sharing	A few students read their paragraphs aloud to the class.
Checklist Review	Teacher uses a checklist to review the key writing requirements.

E) Home Assignment

Tasks
Review and edit your descriptive paragraph. Write the final version neatly.
Which is the most important natural thing we should protect, and why?

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 4	78-79	Story Time: The Golden Goose

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Follow the plot and understand the sequence of events in a short story.
Vocabulary	Infer the meaning of abstract vocabulary related to character and values.
Critical Thinking	Analyze the characters' motivations and evaluate the moral of the story.
Speaking	Express opinions on the importance of values like kindness and determination.

2. Teaching Strategies

Strategy	Description
Predictive Reading	Students predict what will happen next based on the title.
Vocabulary Matching	Students match new words with their definitions.
Character Analysis	Focus discussion on the main character's traits.

3. Resources Needed

- Student's Book (Pages 78-79)
- Whiteboard/Projector
- List of character traits

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What does it mean for an animal to adapt? Give an example.
Why do you think laughter is important in life?
What does it mean to keep a promise?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
doubt	A feeling of not being sure about something.	The king had no doubt that Dummling was worthy.
kingdom	A country ruled by a king or queen.	The princess lived in a large and beautiful kingdom.
worthy	Good enough to deserve something.	Dummling proved himself worthy of the princess's hand.
determination	The quality of trying to do something even when it is difficult.	His determination helped him face all the challenges.
prove	To show that something is true.	Dummling had to prove his kindness to the king.
strength	The quality of being physically or mentally strong.	He showed great strength and kindness.

2. New Structure

Focus	Grammar Examples
Past Simple (Narration)	The princess laughed loudly for the first time.
Past Simple (Narration)	Dummling entered the town with his strange parade.
Adverbs of Manner	She laughed loudly and happily.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Matching	Students match the new vocabulary words with their meanings.
True/False	Students read statements about the story and decide if they are True or False.
Comprehension Questions	Students answer questions about the plot and characters.

2. Free Practice (10 minutes)

Activity	Description
'Critical Thinking'	Students discuss what tasks they would give Dummling if they were the king.
Story Retell	Students work in pairs to retell a part of the story in their own words.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Vocabulary Review	Teacher checks understanding of abstract words like determination.
Moral Discussion	Discuss how Dummling's kindness helped him succeed.

E) Home Assignment

Tasks
Imagine you are the princess. Write a diary entry describing the day you finally laughed.
Do you think the king was right to make the challenge so difficult?

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 5	80-81	Let's Talk

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Speaking	Use conversational expressions to start, maintain, and end a dialogue.
Vocabulary	Use vocabulary related to tourism and historical sites.
Listening	Understand and respond appropriately to questions in a conversation.
Writing	Complete a dialogue using context clues and appropriate language.

2. Teaching Strategies

Strategy	Description
Model Dialogue	Teacher models the dialogue with a student.
Role-Playing	Students practice the dialogue in pairs, switching roles.
Substitution Drills	Students substitute key words in the model dialogue.

3. Resources Needed

- Student's Book (Pages 80-81)
- Whiteboard/Projector
- List of Conversational Expressions

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is one positive character trait that Dummling showed?
What amazing places do you know in Egypt?
Which one is ancient and which one is modern?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
ancient	Belonging to the very distant past.	The Great Pyramid is an ancient wonder of Egypt.
modern	Relating to the present or recent times.	The Grand Egyptian Museum is a modern building.
artifacts	An object made by a human	The museum has thousands

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	being.	of artifacts from the past.
eager	Wanting very much to do something.	I am eager to see what seems so fantastic in Egypt.
achievement	A thing done successfully with effort.	Egypt is famous for its ancient glory and modern achievements.
fantastic	Extremely good or impressive.	The tour guide promised a fantastic experience.

2. New Structure

Focus	Grammar Examples
Present Perfect Question	Have you ever been to the New Egyptian Museum?
Expressing Excitement	I can't wait! What will we start with?
Expressing Surprise	How amazing! How old is it?

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Dialogue Completion	Students complete the dialogue between Leen and Dima.
Expression Practice	Students practice saying the conversational expressions with correct intonation.
Question/Answer Drill	Teacher asks questions from the dialogue, and students respond.

2. Free Practice (10 minutes)

Activity	Description
'Create a Dialogue'	Students work with a partner to create a new dialogue about an amazing animal.
Role-Play Performance	Selected pairs perform their new dialogue for the class.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Fluency Feedback	Teacher provides positive feedback on students' fluency.
Review Expressions	Review the meaning and context for each conversational expression.

E) Home Assignment

Tasks
Write a short dialogue between two friends planning a trip to a famous place in Egypt.
What is the difference between an ancient wonder and a modern achievement?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 11	Lesson 6	82-83	Nature Around Me

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Writing	Write a short descriptive paragraph (80-100 words) about nature and weather.
Grammar	Apply comparative and superlative adjectives correctly in a descriptive text.
Vocabulary	Integrate target vocabulary from the unit into their writing.
Critical Thinking	Describe how the weather changes in their area.

2. Teaching Strategies

Strategy	Description
Model Analysis	Students analyze the provided example text to identify good writing techniques.
Writing Workshop	Students draft their paragraphs in class with teacher feedback.
Sensory Details	Focus on using sensory details (look, sound, feel) in descriptions.

3. Resources Needed

- Student's Book (Pages 82-83)
- Whiteboard/Projector
- List of Unit 11 Target Vocabulary

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Can you use the expression 'I can't wait!' in a sentence?
What natural things do you see near your home?
How does nature change during different seasons in your area?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
vast	Used to describe large areas.	The vast desert stretched out to the horizon.

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towering	Used to describe height.	The towering palm trees provided shade.
stretch	Used to describe extension over an area.	The sand dunes stretch for many miles.
sensitive	Used to describe delicate things.	The camel's eyes are not sensitive to the bright sun.
snapping	Used to describe a quick, sharp sound.	I could hear the snapping of dry branches.
stay hydrated	Used to describe drinking enough water.	It is important to stay hydrated in the hot weather.

2. New Structure

Focus	Grammar Examples
Comparative	Winter is colder than autumn in my city.
Superlative	Spring is the most beautiful season for flowers.
Connectors	I love the sea, but the desert is also amazing.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Gap-Fill Task	Students complete the text about palm trees using a word of their own.
Sentence Building	Students write three sentences using a comparative, a superlative, and a connector.

2. Free Practice (10 minutes)

Activity	Description
Drafting	Students write a short descriptive paragraph about nature and weather.
Self-Correction	Students check their draft for correct grammar and vocabulary.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Sharing	A few students read their paragraphs aloud to the class.
Checklist Review	Teacher uses a checklist to review the key writing requirements.

E) Home Assignment

Tasks
Review and edit your descriptive paragraph. Write the final version neatly.
Which is the most important natural thing we should protect, and why?

English Lesson Preparations

Unit 12: I Will Be Responsible & Review 4

Prepared by:

Mr Sobhy Borda

Mr Sobhy Borda Preparatory 1 Term 2

Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 12: I Will Be Responsible	Lesson 1	86-87	I Will Be a Good Student

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Identify the main ideas and supporting details about school rules and routines.
Vocabulary	Use new vocabulary related to good behavior (e.g., politeness, respect, good manners).
Speaking	Role-play a conversation about school rules and what makes a good student.
Critical Thinking	Distinguish between acceptable and unacceptable behavior in the classroom.

2. Teaching Strategies

Strategy	Description
Interactive Reading	Students read the text silently, then read aloud in turns, followed by comprehension checks.
Vocabulary Matching	New words are introduced by matching them with their definitions to ensure understanding.
Role-Play	Students practice speaking by taking on the roles of a new student and a good student.

3. Resources Needed

- Student's Book (Pages 86-87)
- Whiteboard/Projector
- Flashcards for new vocabulary
- A list of classroom rules for discussion

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is the most important thing you learned about the weather in the last unit?
What does it mean to be a good student at school?
Why do schools have rules for students to follow?
What must a good student do before speaking in class?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
feel proud	To feel happy and confident	I feel proud when I get a high

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	about what you or others have done.	mark in my English test.
good manners	Behaving in a way that shows you are well-raised and thoughtful.	Showing good manners makes school a better place.
pay attention	To listen carefully and focus on what is happening.	Students must pay attention when the teacher is explaining the lesson.
respect	To show care and kindness toward others.	We should show respect to our teachers and classmates.
politeness	Saying 'please,' 'thank you,' and acting kindly in all situations.	Politeness helps build strong friendships and a happy classroom.
interrupts	To stop someone from speaking or doing something.	Being late interrupts learning for everyone in the class.

2. New Structure

Focus	Grammar Examples
Future Simple (Intention)	I will always bring my books and notebooks every day.
Future Simple (Intention)	I will be on time for every class.
Obligation (Must)	Students must follow the school rules.
Prohibition (Mustn't)	Students mustn't use phones during lessons.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Matching	Students match the new vocabulary words with their definitions (Exercise 5, Page 87).
True/False	Students read statements about the text and decide if they are True or False (Exercise 4, Page 87).
Word Completion	Students complete sentences using the correct word from the list (Exercise 6, Page 87).

2. Free Practice (10 minutes)

Activity	Description
Role-Play	Students work in pairs to role-play a conversation about school rules.
'My Behavioral Goal'	Students write one personal behavioral goal for the week and share it with a partner.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Error Correction	Teacher monitors the role-play and writes common errors on the board for class correction.
Summary	Students summarize the main idea of the reading passage in one sentence.

E) Home Assignment

Tasks
Write five rules that you think are the most important for a happy classroom. Use must and mustn't.
How does throwing trash in bins help keep the school clean and a better place?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 12: I Will Be Responsible	Lesson 2	88-89	House Rules

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Listening	Understand the main ideas and details of short talks about daily rules and routines.
Grammar	Use quantifiers (a, an, many, much, a lot of, some, any) correctly with countable and uncountable nouns.
Speaking	Compare and contrast their house rules with those of their friends.
Vocabulary	Define and use vocabulary related to household chores (e.g., set the table, chores, dust).

2. Teaching Strategies

Strategy	Description
Inductive Grammar	Students analyze examples of quantifiers before learning the rules for countable/uncountable nouns.
Repetitive Listening	Students listen to the audio twice for general and specific details.
Pair Work	Students share and compare their house rules to practice speaking and grammar.

3. Resources Needed

- Student's Book (Pages 88-89)
- Listening Audio
- Whiteboard/Projector
- Grammar chart for Countable/Uncountable Nouns and Quantifiers

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What are two ways a student can show respect in the classroom?
What house rules do you have at home?
Which rules need a lot of effort to follow?
Can you name three things in the classroom that are countable?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
set the table	To prepare the table for a meal.	I set the table before dinner every evening to help my mother.
chores	Tasks or jobs that you do at home to help.	Doing your chores is part of being responsible at home.
place (v)	To put something in a certain position carefully.	Please place the books back on the shelf in order.
in order	Arranged properly.	I keep my room in order so I can find everything easily.
dust (v)	To clean something by wiping away dirt or dust.	I dust the furniture in the living room every weekend.
wipe away	To remove something by rubbing with a cloth.	Rania wipes away the dirt from the kitchen counter.

2. New Structure

Focus	Grammar Examples
Countable Nouns (Many)	There are many chairs in the classroom.
Uncountable Nouns (Much)	There isn't much money in my wallet.
Both (A lot of)	The teacher gave us a lot of information.
Positive (Some)	I bought some new clothes yesterday.
Negative/Question (Any)	Do you have any water before we leave?

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Listening Comprehension	Students listen and decide if the statements about Rania's routine are True or False (Exercise 3, Page 88).
Quantifier Completion	Students complete sentences using the correct quantifier (Exercise 4, Page 89).
Multiple Choice	Students choose the correct answer for sentences focusing on countable/uncountable nouns (Exercise 5, Page 89).

2. Free Practice (10 minutes)

Activity	Description
'My House Rules vs. Yours'	Students work in pairs to share the rules they follow at home and compare similarities and differences (Exercise 6, Page 89).
Sentence Creation	Students write three sentences about their home using at least three different quantifiers.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Peer Review	Students check their partner's sentences for correct use of quantifiers.
Grammar Review	Teacher quickly reviews the basic rule: Countable nouns can be counted; Uncountable nouns cannot.

E) Home Assignment

Tasks
Write a list of five things you need to buy from the supermarket. Use some, a lot of, a, or an before each item.
What is the difference between many and much? Give an example for each.

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 12: I Will Be Responsible	Lesson 3	90-91	Healthy Choices for a Better Life

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Extract specific information about healthy habits from a text.
Vocabulary	Define and use vocabulary related to health and well-being (e.g., hygiene, balanced meals, mental health).
Speaking	Discuss the importance of making smart and responsible choices for a healthy life.
Writing	Summarize the key points of the reading passage in a short paragraph.

2. Teaching Strategies

Strategy	Description
Model Analysis	Students analyze the reading passage to identify the main healthy habits discussed.
Concept Mapping	Students create a mind map showing the different aspects of a healthy life.
Question-Answer Drill	Students scan the text to find answers to specific comprehension questions.

3. Resources Needed

- Student's Book (Pages 90-91)
- Whiteboard/Projector
- Images of healthy foods and activities

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Can you give me a sentence using the word much and an uncountable noun?
What are some healthy habits people follow every day?
What do you do at home or school to stay safe and well?
Why is it important to eat balanced meals every day?

B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
balanced meals	Meals that contain the right amounts of all	Eating balanced meals helps our bodies to

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	necessary nutrients.	stay strong.
whole grains	Foods like brown rice and whole wheat bread that contain all parts of the seed.	Our bodies need fruits, vegetables, whole grains, and proteins.
stay active	To engage in physical activities like walking, running, or cycling.	Keeping your body active helps reduce stress.
stress	A state of mental or emotional strain or tension.	Physical activity also reduces stress and gives us more energy.
mental health	A person's condition with regard to their psychological and emotional well-being.	Talking to friends and family is a great way to care for your mental health.
personal hygiene	Washing hands, brushing teeth, and keeping our surroundings clean.	Washing hands is part of good personal hygiene matters.

2. New Structure

Focus	Grammar Examples
Advice (Important)	It is important to eat balanced meals every day.
Advice (Better)	It is better to drink plenty of water instead of sugary drinks.
Gerunds as Subjects	Getting enough sleep is just as important.
Gerunds as Subjects	Washing hands helps keep our surroundings clean.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Multiple Choice	Students choose the correct answer to complete sentences based on the text (Exercise 3, Page 91).
True/False	Students read statements about the text and decide if they are True or False (Exercise 4, Page 91).
Question-Answer	Students answer comprehension questions about the text (Exercise 5, Page 91).

2. Free Practice (10 minutes)

Activity	Description
'My Healthy Choice'	Students choose one healthy choice and explain to a partner why it is the most important for them.
Advice Giving	Students write three pieces of advice for a friend who is often tired, using the structure 'It is important to...'

D) Feedback and Consolidation (10 minutes)

Activity	Description
Vocabulary Check	Teacher asks students to use the new words in their own sentences.
Class Discussion	Lead a discussion on the question: Why is caring for your mental health as important as caring for your physical health?

E) Home Assignment

Tasks
Write a short paragraph (5-7 sentences) explaining why teenagers need at least eight hours of sleep each night.
What are two good ways to care for your mental health, according to the text?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 12: I Will Be Responsible	Lesson 4	92-93	Story Time: The Golden Goose (Chapter Six)

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Reading	Understand the conclusion of the story and the final reward for the main character.
Vocabulary	Infer the meaning of abstract vocabulary related to values (e.g., modesty, generosity, fortune).
Critical Thinking	Analyze the moral of the story: that true wealth lies in kindness, modesty, and love.
Speaking	Express opinions on why kindness is more powerful than cleverness or pride.

2. Teaching Strategies

Strategy	Description
Predictive Reading	Students predict what the 'reward' will be based on the previous chapter.
Vocabulary Matching	Students match new words with their definitions to aid comprehension.
Character Analysis	Focus discussion on how Dummling changed and how the people's opinion of him changed.

3. Resources Needed

- Student's Book (Pages 92-93)
- Whiteboard/Projector
- List of abstract values (kindness, modesty, generosity)

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is one piece of advice you would give to a friend about personal hygiene?
What do you think will happen to kind people at the end of a story?
Which do you think can bring more happiness: money or kindness? Why?
Do you think the king would respect Dummling in the end?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
grand	Large, beautiful, and impressive.	The wedding was grand, and the whole kingdom celebrated.
modesty	Not thinking you are better than others and showing respect.	Dummling's modesty and kindness brought him great fortune.
fortune	Great wealth or good luck.	He became a wise and gentle prince, loved by all, and gained a great fortune.
remained	Continued to exist.	The golden goose remained with him, a sign of the rewards of kindness.
goodness	The quality of being good.	Dummling's goodness proved that even the simplest soul can achieve success.
generosity	Being kind and giving.	The people admired his generosity and kind heart.

2. New Structure

Focus	Grammar Examples
Comparative (Value)	Kindness is more valuable than gold.
Comparative (Value)	Modesty is more powerful than pride.
Moral Summary	The story teaches us that true wealth lies in kindness.
Past Simple (Result)	He became a wise and gentle prince.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Matching	Students match the new vocabulary words with their meanings (Exercise 3, Page 93).
True/False	Students read statements about the story's conclusion and decide if they are True or False (Exercise 5, Page 93).
Comprehension Questions	Students answer questions about the plot and characters (Exercise 4, Page 93).

2. Free Practice (10 minutes)

Activity	Description
'Critical Thinking'	Students discuss why Dummling's kindness was more powerful than his brothers' cleverness (Exercise 6, Page 93).
Moral Application	Students write one sentence explaining how they can show modesty or generosity in their daily life.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Vocabulary Review	Teacher checks understanding of abstract words like modesty and generosity.
Moral Discussion	Discuss the main moral of the story: What message does the story send about how we should treat others?

E) Home Assignment

Tasks
Write a short paragraph (5-7 sentences) explaining what you think is the most important lesson from the entire story of The Golden Goose.
What kind of person did Dummling become after his marriage, and how did the people's opinion of him change?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 12: I Will Be Responsible	Lesson 5	94-95	Let's Talk (Giving Instructions)

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Speaking	Give and respond to instructions clearly and politely using appropriate expressions.
Vocabulary	Use vocabulary related to rules and instructions (e.g., on time, hallways, clean).
Listening	Understand and follow a set of instructions given in a conversation.
Writing	Create a short dialogue using imperatives and polite instructions.

2. Teaching Strategies

Strategy	Description
Model Dialogue	Teacher models the dialogue between the principal and students, focusing on intonation and politeness.
Role-Playing	Students practice giving and receiving instructions in pairs (Parent/Child, Teacher/Student).
Substitution Drills	Students substitute the instructions in the model dialogue to create new school or home rules.

3. Resources Needed

- Student's Book (Pages 94-95)
- Whiteboard/Projector
- List of Conversational Expressions (Tip box, Page 95)

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What does the word modesty mean?
What instructions do your parents give you at home?
What instructions do teachers give you at school?
What should you say after receiving advice or instructions?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
on time	At the correct time; not late.	Please remember to be on time every day.
sharp	Exactly at the specified time.	Classes start at eight o'clock sharp.
sign your name	To write your name on a document.	If you are late, go to the office and sign your name.
hallways	The long passages in a building from which doors lead into rooms.	Don't run in the hallways and always keep your classrooms clean.
instructions	Detailed information telling how something should be done.	Thank you for your instructions, sir.
advice	Guidance or recommendations concerning prudent future action.	Thank you for your advice, Grandma.

2. New Structure

Focus	Grammar Examples
Positive Imperative	Remember to be on time.
Positive Imperative	Respect your teachers and your friends.
Negative Imperative	Don't run in the hallways.
Polite Form	Please remember to be on time.
Polite Form	Don't forget to finish your homework.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Dialogue Completion	Students complete the conversation between a parent and their children (Exercise 3, Page 94).
Expression Practice	Students practice saying the polite forms and instructions from the Tip box with the correct intonation.
Question/Answer Drill	Teacher asks students to give an instruction for a specific situation.

2. Free Practice (10 minutes)

Activity	Description
'Giving Instructions'	Students work in pairs to create a short dialogue about keeping themselves safe at home (Exercise 4, Page 95).
Role-Play Performance	Selected pairs perform their new dialogue for the class.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Fluency Feedback	Teacher provides positive feedback on students' fluency and use of polite forms.
Review Expressions	Review the meaning and appropriate context for each instruction-giving expression.

E) Home Assignment

Tasks
Write five instructions for a younger sibling about how to keep their room clean. Use Do and Don't.
What is the difference between a simple instruction (e.g., Run!) and a polite instruction (e.g., Please remember to run...)?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Unit 12: I Will Be Responsible	Lesson 6	96	Rules Poster (Writing)

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Writing	Design and write a clear and effective rules poster (5-6 rules) for home or school.
Grammar	Apply imperatives (Do/Don't) and quantifiers correctly in the poster text.
Vocabulary	Integrate target vocabulary related to responsibility and healthy choices into their writing.
Critical Thinking	Select the most important rules and present them using short, clear sentences.

2. Teaching Strategies

Strategy	Description
Model Analysis	Students analyze the provided model poster to identify good poster writing techniques.
Writing Workshop	Students draft their posters in class with teacher feedback.
Visual Design	Focus on the 'To write a good poster' tips, emphasizing clear titles, short sentences, and visual appeal.

3. Resources Needed

- Student's Book (Page 96)
- Whiteboard/Projector
- Colored pens/markers (simulated for the writing task)

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
Give me a polite instruction using the phrase 'Don't forget to...'?
Have you ever written a poster? What was it about?
What makes a poster easy to read and remember?
Why should you use short sentences on a poster?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
hospitality	Being friendly and welcoming to guests.	Show hospitality to your guests.
sharing	Giving a portion of something to others.	Do some sharing with your siblings.
healthy choices	Decisions that lead to good physical and mental health.	Make healthy choices every day.
polite	Showing good manners and respect.	Always be polite and kind.
clean	Free from dirt or pollution.	Keep your room clean.
safe	Protected from danger or risk.	Stay safe when you play outside.

2. New Structure

Focus	Grammar Examples
Positive Imperative	Always be polite and kind.
Negative Imperative	Don't watch TV until homework is finished.
Quantifier (Some)	Share some food with your siblings.
Quantifier (Any)	Don't leave any toys on the floor.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Model Analysis	Students analyze the model poster and identify the use of imperatives and short sentences.
Rule Selection	Students choose 5-6 rules for their poster and write them as short, clear sentences.

2. Free Practice (10 minutes)

Activity	Description
Drafting	Students write the final text for their rules poster, ensuring they use imperatives, quantifiers, and target vocabulary.
Self-Correction	Students check their draft against the 'To write a good poster' checklist.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Sharing	A few students read their poster rules aloud to the class.
Checklist Review	Teacher uses the checklist to review the key writing requirements.

E) Home Assignment

Tasks
Design and draw your final rules poster on a piece of paper, making it attractive with colors and pictures.
Why is it important to use short sentences and bullet points when writing a poster?

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Unit Name/Number	Lesson Name/Number	Page Number	Lesson Title
Review 4	Lesson 1	98-99	Review of Units 10, 11, and 12

1. Learning Objectives

By the end of this lesson, students will be able to:

Skill Area	Learning Objective
Listening	Demonstrate understanding of general and specific details in a listening passage.
Vocabulary	Recall and apply key vocabulary from the last three units in a gap-fill exercise.
Grammar	Construct a dialogue correctly, demonstrating knowledge of question forms and responses.
Critical Thinking	Discuss ways to protect the environment and help others.

2. Teaching Strategies

Strategy	Description
Assessment	Students complete the exercises as a form of self-assessment for the units.
Peer Correction	Students exchange papers and correct each other's work after the teacher provides the answers.
Whole-Class Review	Teacher leads a quick review of the most difficult grammar points.

3. Resources Needed

- Student's Book (Pages 98-99)
- Listening Audio
- Whiteboard/Projector

4. Steps to Follow

A) Warm up and revision (5 minutes)

Questions Only
What is one thing you learned about The Golden Goose story?
What is the most important thing you learned in Unit 12?
Can you name one landmark from Unit 11?
What is the meaning of politeness?

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B) Presentation (10 minutes)

1. New Vocabulary

Word	Meaning	Example Sentence
hygiene	Practices necessary to maintain health.	Good hygiene is important for staying healthy.
warmly	In a way that shows enthusiasm or affection.	She greeted us warmly when we arrived.
powerful	Having great strength or influence.	The waterfall was very powerful.
landmark	An object or feature that is easily seen and recognized.	The old clock tower is a famous landmark.
politeness	Saying 'please,' 'thank you,' and acting kindly.	Showing politeness makes conversations more pleasant.

2. New Structure

Focus	Grammar Examples
Comparatives	The weather is warmer today than yesterday.
Quantifiers	I have many friends, but I don't have much time.
Imperatives	Don't forget to help others.

C) Practice

1. Controlled Practice (10 minutes)

Activity	Description
Listening	Students listen to the audio and answer True/False questions and comprehension questions (Exercise 1, Page 98).
Dialogue Completion	Students complete the dialogue between Lina and Omar about helping people (Exercise 2, Page 98).
Gap-Fill	Students fill in the spaces with the correct words from the box (Exercise 3, Page 98).

2. Free Practice (10 minutes)

Activity	Description
Discussion	Students discuss the question: Why is it important for everyone to work together to protect the environment? (Exercise 1b, Page 98).
Sentence Creation	Students write three sentences using three different words from the gap-fill box.

D) Feedback and Consolidation (10 minutes)

Activity	Description
Answer Check	Teacher provides the correct answers for all exercises and clarifies any confusion.
Review Summary	Students summarize the main themes of the last three units.

E) Home Assignment

Tasks
Review all the vocabulary and grammar from Units 10, 11, and 12.
Think of ways in which you can protect the Earth in your daily life and write down three ideas.