

English Lesson Plans

Primary 5 - Term 2

Unit 1: Hobbies Make Us Shine!

Prepared by:

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Unit 1: Hobbies Make Us Shine!

Lesson 1: Show Your Talent

Lesson Information:

Unit	Lesson	Page	Title
1	1	7-10	Show Your Talent

Learning Objectives

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

- Identify and name different hobbies.
- Talk about their favorite hobbies.
- Use "can" and "can't" to express present ability.
- Listen to and understand a short dialogue about hobbies.
- Answer comprehension questions based on a listening text.

New Vocabulary

Vocabulary	Example from the lesson
playing board games	I enjoy solving puzzles and playing board games with my family.
cycling	On weekends, I love cycling and skating in the park.
skating	On weekends, I love cycling and skating in the park.
painting	Me! I'll show my drawing and painting.
singing	I think I'll perform by playing the piano and singing a song.
solving puzzles	I enjoy solving puzzles and playing board games with my family.
playing the piano	I think I'll perform by playing the piano and singing a song.
crafting with paper	I can also do some crafting with paper.
talent	Next week we'll have a "Hobby Talent Show class".

New Structures (Grammar Examples)

Structure	Example
Present Ability (can)	She can play the piano.
Present Inability (can't)	They can't skate.

Warm up and Revision

1. What's your favorite hobby?
2. Can you play the piano?
3. Can you draw a picture?
4. What do you like to do on weekends?

Presentation

- I will start by asking students about their favorite hobbies to engage them.
- I will introduce the new vocabulary using pictures and repetition.
- I will play the audio of the dialogue for the students to listen to.
- I will read the dialogue aloud with the students, focusing on pronunciation.
- I will explain the use of "can" and "can't" for expressing ability with clear examples.

Practice

- **Activity 1:** Students will work in pairs to ask and answer questions about their hobbies using "can" and "can't".
- **Activity 2:** Students will complete the "Choose the correct answer" and "True or False" exercises from the book.
- **Pair work:** Students will discuss the question: "Why do you think hobbies are important for children?"
- **Role play:** One student acts as a new student, and the other asks about their hobbies and what they can do.
- **Game:** I will divide the class into two teams. I will say a hobby, and the first team to make a correct sentence with "can" or "can't" gets a point.

Assessment

- **Observation:** I will monitor students' participation and use of the new vocabulary and grammar during the practice activities.
- **Worksheet:** Students will complete a short worksheet with fill-in-the-blank sentences using the new vocabulary and "can/can't".
- **Quick oral quiz:** I will ask individual students questions like: "What hobby does Maya want to show?" and "What can Adam do?"

Evaluation

- ****a- The lesson:**** The lesson was successful in introducing the topic of hobbies and the use of "can/can't". The activities were engaging and helped students practice the new language.
- ****b- The student:**** Most students were able to identify the new vocabulary and use "can/can't" correctly. Some students need more practice with pronunciation.
- ****c- The teacher:**** I managed the time effectively and provided clear instructions. I will need to provide more support for the struggling students in the next lesson.

Unit 1: Hobbies Make Us Shine!

Lesson 2: Why Hobbies Matter

Lesson Information:

Unit	Lesson	Page	Title
1	2	11-13	Why Hobbies Matter

Learning Objectives

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

- Understand why hobbies are important for relaxation, fun, and health.
- Identify how hobbies help in developing skills like teamwork, problem-solving, patience, and creativity.
- Compare past and present abilities related to hobbies using "could" and "can".
- Answer comprehension questions based on a text about hobbies.

New Vocabulary

Vocabulary	Example from the lesson
relax	Hobbies are important because they help us relax.
healthy	Hobbies are important because they help us stay healthy.
teamwork	When people play board games or solve puzzles, they learn teamwork.
problem-solving	When people play board games or solve puzzles, they learn problem-solving.
patience	When they sing or play the piano, they practice patience.
creativity	When they sing or play the piano, they practice creativity.
energetic	When they go cycling or skating, they stay strong and energetic.
skills for life	Today, we can choose from many hobbies that help us learn skills for life.

New Structures (Grammar Examples)

Structure	Example
Past Ability (could)	I could read stories when I was six.
Past Inability (couldn't)	She couldn't draw when she was younger.
Present Ability (can)	Many children can draw, paint, or write

	stories now.
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Warm up and Revision

5. What is a hobby?
6. What are some hobbies you know?
7. Why do you think hobbies are important?
8. What could you do when you were younger that you can't do now?

Presentation

- I will start by asking students about their understanding of why hobbies are important.
- I will introduce the new vocabulary related to the benefits of hobbies.
- I will read the text "Hobbies Really Count!" aloud, focusing on intonation and pronunciation.
- I will explain the use of "could" and "couldn't" to express past abilities, contrasting them with "can" and "can't".
- I will highlight examples from the text that demonstrate how hobbies develop various skills.

Practice

- **Activity 1:** Students will read the text silently and answer the multiple-choice questions.
- **Activity 2:** Students will answer the open-ended questions about hobbies from the book.
- **Pair work:** Students will discuss the guiding starters about past and present abilities: "What hobbies could you do in the past?" and "What hobbies can you do right now?"
- **Role play:** Students will role-play a conversation about how their abilities have changed over time, using "could" and "can".
- **Sentence Completion:** Students will complete sentences using "can", "can't", "could", "couldn't" based on given scenarios.
- **Writing Practice:** Students will write two sentences using "can", "can't", "could", "couldn't" to describe their own abilities.

Assessment

- **Observation:** I will observe students' ability to answer comprehension questions and participate in discussions about the importance of hobbies.

- **Worksheet:** Students will complete a worksheet where they match skills with hobbies mentioned in the text.
- **Quick oral quiz:** I will ask questions like: "What skills can you learn from playing board games?" and "What could children do in the past?"

Evaluation

- **a- The lesson:** The lesson effectively conveyed the importance of hobbies and provided practice with past and present abilities. The reading comprehension was good.
- **b- The student:** Most students understood the main idea of the text and could use "could" and "can" to describe abilities. Some struggled with forming complex sentences.
- **c- The teacher:** I successfully guided the students through the reading and grammar points. I need to provide more opportunities for creative expression in the next lesson.

Unit 1: Hobbies Make Us Shine!

Lesson 3: The Hobby Club

Lesson Information:

Unit	Lesson	Page	Title
1	3	16-18	The Hobby Club

Learning Objectives

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

- Read and understand a story about a school hobby club.
- Identify and understand words with the suffixes -ment and -ship.
- Recognize how suffixes change the meaning or form of words.
- Discuss the importance of teamwork and agreement in group activities.

New Vocabulary	
Vocabulary	Example from the lesson
arrangement	The arrangement was simple: each student would share a special talent.
friendship	Her friendship with Maya grew stronger as they painted side by side.
excitement	Omar taught basketball skills, and his excitement made others want to join.
leadership	The Hobby Club became a place of leadership, creativity, and fun.
agreement	After a quick discussion, they had an agreement: each hobby would have its own day.
solution	The solution worked, and soon the Hobby Club became a place of leadership, creativity, and fun.
enjoyment	Kareem started a small garden, teaching the enjoyment of caring for plants.
movement	Examples: enjoyment, excitement, movement.
membership	Examples: friendship, leadership, membership.

New Structures (Grammar Examples)

Structure	Example
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Suffix -ment	enjoy → enjoyment (the suffix -ment changes the verb enjoy into a noun).
Suffix -ship	friend → friendship (the suffix -ship changes the noun friend into another noun).

Warm up and Revision

9. Do you belong to any clubs at school?
10. What kind of club would you like to start?
11. What is a suffix?
12. Can you give an example of a word with a suffix?

Presentation

- I will introduce the concept of a hobby club and ask students about their experiences with clubs.
- I will read the story "The School Hobby Club" aloud, encouraging students to follow along.
- I will highlight new vocabulary words within the context of the story.
- I will explain what suffixes are and how -ment and -ship change the meaning of words, using examples from the story.
- I will discuss the pronunciation rules for words ending in -ment and -ship.

Practice

- **Activity 1:** Students will read each sentence from the book and write (T) true or (F) false based on the story.
- **Activity 2:** Students will answer the multiple-choice questions related to the story.
- **Word Hunt:** Students will find and circle words in the story that end with -ment or -ship.
- **Suffix Practice:** Students will complete exercises where they add the suitable suffix (-ment or -ship) to given words.
- **Discussion:** Students will discuss how the students in the story solved their problem and what that teaches them about teamwork.
- **Sentence Building:** Students will create sentences using the new vocabulary words with suffixes.

Assessment

- **Observation:** I will assess students' understanding of the story and their ability to identify words with the target suffixes during class activities.

- **Worksheet:** Students will complete a worksheet on identifying and forming words with -ment and -ship suffixes.
- **Quick oral quiz:** I will ask questions like: "Who started a garden in the club?" and "What does the suffix -ship usually indicate?"

Evaluation

- **a- The lesson:** The lesson successfully introduced the concept of suffixes and their application. The story was engaging, and students grasped the main ideas.
- **b- The student:** Most students were able to identify and use words with -ment and -ship suffixes. Some students needed more guidance in understanding the subtle meaning changes.
- **c- The teacher:** I effectively explained the grammar point and facilitated discussions. I should ensure more varied examples for suffix practice in future lessons.

Unit 1: Hobbies Make Us Shine!

Lesson 4: Steps to Start a Hobby

Lesson Information:

Unit	Lesson	Page	Title
1	4	19-20	Steps to Start a Hobby

Learning Objectives

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

- Understand the sequential steps involved in starting a new hobby.
- Identify and use sequencing words (First, Next, Then, After that, Finally) correctly.
- Write clear, step-by-step instructions for starting a hobby.
- Discuss the importance of planning and perseverance in learning new skills.

New Vocabulary

Vocabulary	Example from the lesson
sequencing words	Sequencing words help us show the order of steps or events in text.
interests	First, take a moment to think about what you truly love. What makes you happy in your free time? Do you like music, art, nature, or movement? Choose a hobby that matches your interests.
instrument	If you decide on music, you might need an instrument like a small keyboard or guitar.
progress	After that, practice your hobby step by step to see your amazing progress.

New Structures (Grammar Examples)

Structure	Example
Sequencing Words	First, take a moment to think about what you truly love.
Next, it's time to get the things you need to begin.	
Then, start practicing your new hobby!	
After that, practice your hobby step by step to see your amazing progress.	
Finally, enjoy what you have achieved!	

Warm up and Revision

13. What is your favorite hobby?
14. How did you learn to do your hobby?
15. What are some things you need to start a new hobby?
16. Why is it important to follow steps when doing something new?

Presentation

- I will begin by asking students what they would do if they wanted to start a new hobby, prompting them to think about steps.
- I will introduce the concept of sequencing words and their importance in giving instructions.
- I will read the text "Steps to Start a Hobby" aloud, emphasizing the sequencing words as I read.
- I will explain each sequencing word (First, Next, Then, After that, Finally) and provide additional examples.
- I will discuss the new vocabulary in context, such as 'interests' and 'instrument'.

Practice

- **Activity 1:** Students will read the text again and circle the sequencing words they find.
- **Activity 2:** Students will work in pairs to put a jumbled set of instructions for a simple task (e.g., making a sandwich) into the correct order using sequencing words.
- **Writing Practice:** Students will choose a hobby they would like to start and write down the steps using the sequencing words.
- **Pair work:** Students will share their written steps with a partner and provide feedback.
- **Role play:** One student describes the steps to start a hobby, and the other acts as a beginner asking clarifying questions.
- **Discussion:** I will lead a discussion on the importance of patience and practice when learning a new hobby.

Assessment

- **Observation:** I will observe students' ability to identify and use sequencing words in their writing and discussions.
- **Worksheet:** Students will complete a worksheet where they fill in the blanks with appropriate sequencing words to complete a set of instructions.

- **Quick oral quiz:** I will ask questions like: "What is the first step to start a hobby?" and "What sequencing word do we use for the last step?"

Evaluation

- **a- The lesson:** The lesson successfully taught students how to use sequencing words to describe steps. The writing activity was particularly effective.
- **b- The student:** Most students were able to identify and apply sequencing words correctly. Some students needed more encouragement to elaborate on their steps.
- **c- The teacher:** I provided clear explanations and sufficient practice opportunities. I should ensure to provide more diverse examples of hobbies for the writing task in the future.

English Lesson Plans

Primary 5 - Term 2 Unit 2: Health and Safety

Prepared by:

Mr Sobhy Borda

Unit 2: Health and Safety

Lesson 1: A Day at the Clinic

Lesson Information:

Unit	Lesson	Page	Title
2	1	26-27	A Day at the Clinic

Learning Objectives

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

- Identify common sicknesses and their symptoms.
- Understand and use vocabulary related to health and visiting a clinic.
- Use "have to" and "has to" to talk about feeling sick and necessary actions.
- Listen to and comprehend a dialogue about a clinic visit.
- Discuss simple health rules and advice.

New Vocabulary

Vocabulary	Example from the lesson
headache	I have a headache and a cough.
cough	I have a headache and a cough.
sore throat	I have a headache and a sore throat and a fever.
fever	I have a headache and a sore throat and a fever.
stomach hurts	Not good, Doctor. My stomach hurts.
tired	You look a little weak, but it\'s not serious. You must rest and drink warm liquids.
weak	You look a little weak, but it\'s not serious.
serious	You look a little weak, but it\'s not serious.
pharmacy	Now, Fady, let\'s go to the pharmacy to get your medicine.
medicine	Now, Fady, let\'s go to the pharmacy to get your medicine.
rest	I hope I feel better quickly. I must take my medicine and rest.

New Structures (Grammar Examples)

Structure	Example
Have to (I/You/We/They)	I have to take care of myself.
Has to (He/She/It)	He has to take his medicine.

Warm up and Revision

17. What do you usually do when you feel sick?
18. Why is it important to visit the doctor when you don't feel well?
19. What are some common sicknesses?
20. What do you do to feel better when you are sick?

Presentation

- I will start by asking students about their experiences with feeling sick and visiting a doctor.
- I will introduce the new vocabulary related to sicknesses and clinic visits using pictures or flashcards.
- I will play the audio of the dialogue "Fady's Check-Up" for students to listen.
- I will read the dialogue aloud with students, focusing on pronunciation and intonation.
- I will explain the use of "have to" and "has to" to express necessity, especially in the context of health advice.

Practice

- **Activity 1:** Students will listen again and answer comprehension questions about the dialogue.
- **Activity 2:** Students will choose the correct answer from multiple-choice questions related to the dialogue.
- **Matching Activity:** Students will match pictures of symptoms with the correct sickness vocabulary.
- **Pair work:** Students will discuss the questions: "What rules can help us stay healthy?" and "Why do you think it is important to listen to the doctor's advice?"
- **Role play:** Students will role-play a doctor-patient scenario, using the new vocabulary and structures.
- **Sentence Completion:** Students will complete sentences using "have to" or "has to" based on given health situations.

Assessment

- **Observation:** I will monitor students' participation in discussions and role-play, assessing their use of new vocabulary and grammar.
- **Worksheet:** Students will complete a worksheet with fill-in-the-blank exercises using health vocabulary and "have to/has to".

- **Quick oral quiz:** I will ask questions like: "What does Fady have?" and "What does Fady have to do to feel better?"

Evaluation

- **a- The lesson:** The lesson was effective in teaching health-related vocabulary and the use of "have to/has to". The dialogue provided a good context for learning.
- **b- The student:** Most students were able to identify common sicknesses and use the new grammar structures. Some students needed more practice with sentence formation.
- **c- The teacher:** I managed the class well and provided clear explanations. I should incorporate more interactive games to reinforce vocabulary in future lessons.

Unit 2: Health and Safety

Lesson 2: Staying Healthy at School

Lesson Information:

Unit	Lesson	Page	Title
2	2	28-30	Staying Healthy at School

Learning Objectives

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

- Understand the importance of a first aid kit and basic first aid at school.
- Identify vocabulary related to health and safety at school.
- Use "have to / don't have to" and "must / mustn't" to express rules and necessity.
- Read and comprehend a text about the first aid kit at school.
- Discuss healthy habits and safety rules at school.

New Vocabulary

Vocabulary	Example from the lesson
first aid kit	At our school, there's a big first aid kit in the nurse's room.
nurse	At our school, there's a big first aid kit in the nurse's room.
bandages	Inside, there are bandages, plasters, scissors, and medicine for cuts and bruises.
plasters	Inside, there are bandages, plasters, scissors, and medicine for cuts and bruises.
scissors	Inside, there are bandages, plasters, scissors, and medicine for cuts and bruises.
cuts	Inside, there are bandages, plasters, scissors, and medicine for cuts and bruises.
bruises	Inside, there are bandages, plasters, scissors, and medicine for cuts and bruises.
injured	If a student gets hurt, the nurse has to check the first aid kit and help them right away.
permission	We mustn't open the first aid kit without permission because some things inside can be dangerous.
dangerous	We mustn't open the first aid kit without permission because some things inside can

	be dangerous.
safe	The first aid kit helps everyone stay safe at school.
careful	We must all remember to be careful and play safely so we don't get hurt!

New Structures (Grammar Examples)	
Structure	Example
Have to (necessity)	We have to wash our hands.
Don't have to (no necessity)	We don't have to worry about small cuts because the nurse will help us.
Must (strong rule/obligation)	You must drink water.
Mustn't (prohibition)	You mustn't eat too much candy.

Warm up and Revision

21. What should you do if you feel sick at school?
22. What is a first aid kit?
23. Why is it important to have a first aid kit at school?
24. What are some ways to stay healthy at school?

Presentation

- I will begin by asking students about what they know about first aid and staying healthy at school.
- I will introduce the new vocabulary related to school health and safety using visual aids.
- I will read the text "The First Aid Kit at School" aloud, emphasizing key safety points.
- I will explain the difference between "have to / don't have to" and "must / mustn't" for expressing rules and obligations.
- I will provide clear examples for each structure in the context of school rules and health.

Practice

- **Activity 1:** Students will read the text silently and answer the multiple-choice questions.
- **Activity 2:** Students will fill in the blanks using words from the box related to health and safety.
- **Activity 3:** Students will complete sentences using "have to / don't have to" or "must / mustn't" based on health rules.

- **Pair work:** Students will discuss the questions: "Do you think students should learn First Aid? Why or why not?"
- **Role play:** Students will role-play scenarios where they need to apply a health rule (e.g., telling a teacher when injured, washing hands).
- **Sentence Building:** Students will create their own sentences using "must" and "mustn't" to describe school rules.

Assessment

- **Observation:** I will observe students' ability to understand and apply health and safety rules during discussions and activities.
- **Worksheet:** Students will complete a worksheet where they choose the correct modal verb ("must" / "mustn't" / "have to" / "don't have to") for various sentences.
- **Quick oral quiz:** I will ask questions like: "What must you do before lunch?" and "What mustn't you do with the first aid kit?"

Evaluation

- **a- The lesson:** The lesson successfully taught students about school safety and the correct use of modal verbs for rules. The text was informative and relevant.
- **b- The student:** Most students understood the importance of first aid and could differentiate between "must" and "have to". Some students needed more practice with negative forms.
- **c- The teacher:** I provided clear explanations and engaged students in meaningful discussions. I should incorporate more real-life scenarios for applying the grammar points in future lessons.

Unit 2: Health and Safety

Lesson 3: Healing Hands, Caring Hearts

Lesson Information:

Unit	Lesson	Page	Title
2	3	31-33	Healing Hands, Caring Hearts

Learning Objectives

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

- Read and understand a text about Hospital 57-3-57.
- Identify and use vocabulary related to hospitals and medical care.
- Recognize and understand words with the suffixes -able and -ible.
- Discuss the importance of hospitals and helping others.

New Vocabulary

Vocabulary	Example from the lesson
Hospital 57-3-57	Hospital 57-3-57 is a famous children's hospital in Cairo.
donate	The hospital helps children get the care they need and give their families hope.
treatment	Families do not have to pay because many people in Egypt donate money to the hospital.
free	Families do not have to pay for treatment for free or at low cost.
care	The hospital helps children get the care they need.
receptionist	When children arrive, a friendly receptionist helps them check in.
check in	When children arrive, a friendly receptionist helps them check in.
examination room	Then a nurse takes them to the examination room for tests.
tests	Then a nurse takes them to the examination room for tests.
treatment plan	The doctor explains the treatment plan.
playrooms	The hospital also has playrooms, libraries, and other fun places.
libraries	The hospital also has playrooms, libraries,

	and other fun places.
teamwork	Hospital 57-3-57 is full of hope. It shows that donations and teamwork help every child become strong and healthy again.

New Structures	
Structure	Example
Suffix -able	comfort → comfortable (able to feel relaxed)
Suffix -ible	access → accessible (easy to reach)

Warm up and Revision

25. Why is it important for hospitals to give some treatment for free or at low cost?
26. Have you ever visited a hospital? What was it like?
27. What do you know about Hospital 57-3-57?
28. What does it mean to be "comfortable"?

Presentation

- I will start by asking students about their knowledge of hospitals and their importance.
- I will introduce the new vocabulary related to hospitals and medical care.
- I will read the text about Hospital 57-3-57 aloud, focusing on key details and the hospital's mission.
- I will explain the suffixes -able and -ible, providing examples and discussing how they change words into adjectives.
- I will highlight the pronunciation tips for these suffixes.

Practice

- **Activity 1:** Students will read the text again and find words or phrases that answer specific questions.
- **Activity 2:** Students will write (T) true or (F) false for statements related to the text.
- **Sequencing Activity:** Students will put events from the text in the correct order.
- **Suffix Practice:** Students will complete exercises where they add the suitable suffix (-able or -ible) to given words and circle the suffix in other words.
- **Pair work:** Students will discuss the question: "If you were a doctor or nurse at Hospital 57-3-57, what would you do to make children feel comfortable and hopeful?"
- **Writing Practice:** Students will write 2-3 sentences using words from the text (e.g., sick, nurse, doctor, comfortable).

Assessment

- **Observation:** I will assess students' comprehension of the text and their ability to use the new vocabulary and suffixes during discussions and activities.
- **Worksheet:** Students will complete a worksheet matching words with their meanings and identifying words with -able/-ible suffixes.
- **Quick oral quiz:** I will ask questions like: "What is Hospital 57-3-57 famous for?" and "What does the suffix -able mean?"

Evaluation

- **a- The lesson:** The lesson successfully introduced the topic of hospitals and suffixes. The text was informative and sparked good discussions.
- **b- The student:** Most students understood the main ideas of the text and could identify words with the new suffixes. Some needed more practice with the meaning of the suffixes.
- **c- The teacher:** I effectively guided the reading and grammar explanation. I should provide more varied examples for suffix practice in future lessons to reinforce understanding.

Unit 2: Health and Safety

Lesson 4: Sick Leave Request

Lesson Information:

Unit	Lesson	Page	Title
2	4	34-35	Sick Leave Request

Learning Objectives

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

- Understand the purpose and structure of a formal sick leave email.
- Identify key components of a formal email (From, To, Subject, Greeting, Reason, Closing).
- Use appropriate vocabulary and phrases for writing a sick leave request.
- Write a clear and concise formal email requesting sick leave.

New Vocabulary

Vocabulary	Example from the lesson
email	Read the following email.
subject	Subject: Sick Leave for Two Days.
greeting	Greeting: we start with "Dear" - the person\'s name.
reason	Reason for writing and short explanation.
explanation	Reason for writing and short explanation.
polite closing	A polite closing sentence.
formal closing	A formal closing.
fever	I have a fever and a sore throat.
sore throat	I have a fever and a sore throat.
rest	I am writing to let you know that I am not feeling well today. I have a fever and a sore throat, so I need to rest at home.

New Structures

Structure	Example
Formal Email Opening	From: Karim\ To: Ramy\ Subject: Sick Leave for Two Days\ Dear Mr. Ramy,
Stating the Reason	I am writing to let you know that I am not feeling well today.
Formal Closing	Best regards,\ Karim Hassan

Warm up and Revision

29. What do you think a person should do if they can't go to work or school because they are sick?
30. Have you ever had to miss school because you were sick?
31. What is an email?
32. When do we write a formal email?

Presentation

- I will start by discussing scenarios where students might need to request sick leave from school.
- I will introduce the concept of a formal email and its importance in professional communication.
- I will read the sample email "A Sick Day: Business Email" aloud, highlighting its different parts.
- I will explain each component of a formal email (From, To, Subject, Greeting, Reason, Closing) and provide clear examples.
- I will discuss appropriate vocabulary and tone for writing a sick leave request.

Practice

- **Activity 1:** Students will read Karim's email carefully and write (T) true or (F) false for given statements.
- **Activity 2:** Students will read the email again and match the parts with their numbers (e.g., From, To, Subject).
- **Writing Practice:** Students will write their own formal email to their teacher requesting sick leave, using the provided template and guidelines.
- **Pair work:** Students will exchange their written emails with a partner for peer review and feedback.
- **Discussion:** I will lead a discussion on the importance of clear and polite communication when requesting sick leave.
- **Role play:** One student acts as the teacher, and the other submits their sick leave email and explains their situation.

Assessment

- **Observation:** I will observe students' ability to identify the parts of a formal email and use appropriate language during discussions.
- **Written Task:** Students' written sick leave emails will be assessed based on structure, clarity, vocabulary, and grammar.

- **Quick oral quiz:** I will ask questions like: "What is the subject of Karim's email?" and "What should you include in the reason for your sick leave?"

Evaluation

- **a- The lesson:** The lesson successfully taught students how to write a formal sick leave email. The practical writing task was highly engaging and relevant.
- **b- The student:** Most students were able to identify the key parts of a formal email and write a coherent sick leave request. Some needed more guidance on formal tone.
- **c- The teacher:** I provided clear instructions and a helpful template for the writing task. I should provide more varied examples of formal emails in future lessons to broaden their understanding.

Unit 2: Health and Safety

Lesson 5: Think and Create - A Healthy Tip Bookmark

Lesson Information:

Unit	Lesson	Page	Title
2	5	36	Think and Create - A Healthy Tip Bookmark

Learning Objectives

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

- Follow step-by-step instructions to create a healthy tip bookmark.
- Identify and write various healthy tips.
- Develop creativity and fine motor skills through a craft activity.
- Share their healthy tips with classmates.

New Vocabulary

Vocabulary	Example from the lesson
bookmark	Create your own bookmark.
paper	What you need: paper, colors, pencils, markers, stickers.
colors	What you need: paper, colors, pencils, markers, stickers.
pencils	What you need: paper, colors, pencils, markers, stickers.
markers	What you need: paper, colors, pencils, markers, stickers.
stickers	What you need: paper, colors, pencils, markers, stickers.
title	Write a title for your bookmark, like "Healthy Habits" or "Stay Strong!".
health tips	Share your bookmark to the class and read your health tips aloud.

New Structures

Structure	Example
Imperative for Instructions	Take a strip of paper.

Write a title.	
Add colors, stickers.	
Simple Health Tips	Wash your hands.
Eat vegetables.	
Drink water every day.	

Warm up and Revision

33. What are some healthy habits you know?
34. Why is it important to stay healthy?
35. Do you use bookmarks when you read?
36. What kind of crafts do you enjoy making?

Presentation

- I will start by asking students about their favorite healthy habits and why they are important.
- I will introduce the concept of a bookmark and its use, linking it to reading and healthy habits.
- I will explain the project: creating a "Healthy Tip Bookmark" by following step-by-step instructions.
- I will demonstrate each step of creating the bookmark, emphasizing the materials needed and the process.
- I will introduce and review the new vocabulary related to craft materials and health tips.

Practice

- **Activity 1:** Students will follow the instructions to create their own bookmark, writing a title and 2-4 short health tips.
- **Activity 2:** Students will decorate their bookmarks using colors, pencils, markers, and stickers.
- **Pair work:** Students will share their bookmarks with a partner, explaining their chosen health tips.
- **Class Sharing:** Students will present their bookmarks to the class and read their health tips aloud.
- **Discussion:** I will lead a discussion on the most creative bookmarks and the most useful health tips.
- **Creative Writing:** Students will write a short paragraph about why their chosen health tip is important.

Assessment

- **Observation:** I will observe students' ability to follow instructions, create a bookmark, and articulate their healthy tips.
- **Product Assessment:** The created bookmarks will be assessed based on creativity, clarity of health tips, and neatness.
- **Quick oral quiz:** I will ask questions like: "What materials do you need to make a bookmark?" and "What is one healthy tip you wrote on your bookmark?"

Evaluation

- **a- The lesson:** The lesson was highly engaging and allowed students to express creativity while reinforcing healthy habits. The craft activity was successful.
- **b- The student:** Most students successfully created their bookmarks and shared relevant healthy tips. Some students needed more assistance with the craft steps.
- **c- The teacher:** I provided clear instructions and sufficient materials. I should ensure to circulate more to provide individual assistance during the craft activity in future lessons.

English Lesson Plans

Primary 5 - Term 2
Unit 3: Travel and Adventure

Prepared by:

Mr Sobhy Borda

Unit 3: Travel and Adventure

Lesson 1: Packing for a Trip

Lesson Information:

Unit	Lesson	Page	Title
3	1	42-43	Packing for a Trip

Learning Objectives

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

- Identify and use vocabulary related to travel and packing.
- Understand the importance of packing appropriately for different trips.
- Answer comprehension questions based on a listening text.
- Complete sentences using new vocabulary.

New Vocabulary

Vocabulary	Example from the lesson
suitcase	Sohailla packed her suitcase yesterday.
pack	Do you think packing early is a good idea?
travel	Which country do you want to travel to?
crowded	The bus will be crowded.
tickets	We need to receive their bus tickets today.
beach	Sara reminds Sohailla to pack sunscreen. Why is this an important thing to remember for a beach trip?
sunscreen	Sara reminds Sohailla to pack sunscreen.
swimming suit	Sara is going to pack her swimming suit.
summer clothes	Sara is going to pack her summer clothes.
castle	Sohailla wants to see an old castle.
library	Sohailla wants to see a new library.

New Structures

Structure	Example
Asking for opinion	Do you think packing early is a good idea?
Asking for reason	Why is this an important thing?

Warm up and Revision

37. What do you usually take with you when you go on a trip?
38. Have you ever forgotten something important when packing?

39. What is your favorite place to travel to?
40. Why do people travel?

Presentation

- I will begin by asking students about their travel experiences and what they usually pack.
- I will introduce the new vocabulary related to travel and packing using flashcards or pictures.
- I will play the listening text about Sohailla packing her suitcase and ask students to listen for key details.
- I will discuss the comprehension questions related to the listening text, encouraging students to share their opinions.
- I will explain the importance of packing according to the destination and weather.

Practice

- **Activity 1:** Students will listen to the text again and answer comprehension questions.
- **Activity 2:** Students will complete a paragraph with words from a box, reinforcing new vocabulary.
- **Pair work:** Students will discuss: "Which country do you want to travel to? Why?"
- **Role play:** Students will role-play a conversation between two friends planning a trip and discussing what to pack.
- **Sentence Building:** Students will create sentences using the new vocabulary words.
- **Drawing Activity:** Students will draw items they would pack for a specific type of trip (e.g., a beach trip, a mountain trip).

Assessment

- **Observation:** I will assess students' participation in discussions and their ability to use new vocabulary.
- **Completion Task:** Students' performance on the paragraph completion activity will be checked.
- **Quick oral quiz:** I will ask questions like: "What did Sohailla pack yesterday?" and "Why is sunscreen important for a beach trip?"

Evaluation

- **a-** The lesson: The lesson successfully introduced travel vocabulary and the concept of appropriate packing. The listening activity was effective.

- ****b- The student:**** Most students understood the main ideas and could use the new vocabulary. Some needed more encouragement to participate in discussions.
- ****c- The teacher:**** I effectively guided the listening and vocabulary activities. I should ensure to provide more opportunities for all students to speak in the warm-up.

Unit 3: Travel and Adventure

Lesson 2: Discovering Egypt

Lesson Information:

Unit	Lesson	Page	Title
3	2	44-47	Discovering Egypt

Learning Objectives

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

- Read and understand a text about traveling in Egypt.
- Identify and use vocabulary related to famous Egyptian landmarks and travel.
- Use the future tense with "going to" to talk about future plans.
- Answer comprehension questions based on the reading text.

New Vocabulary	
Vocabulary	Example from the lesson
Pyramids	You must visit the Great Pyramids of Giza.
Sphinx	You must visit the Great Pyramids of Giza and the Sphinx.
Egyptian temple	They are going to take a train south to Luxor to explore the amazing Egyptian temple.
Nile River	You can also ride a boat on the Nile River.
boat	You can also ride a boat on the Nile River.
felucca	They are going to take a felucca on a beautiful Nile cruise.
cruise	They are going to take a felucca on a beautiful Nile cruise.
Luxor	They are going to take a train south to Luxor.
Karnak	They are going to explore the amazing temples of Karnak.
Ramses II	They are going to explore the amazing temples of Karnak and Ramses II.
Aswan	They are going to Aswan on a beautiful Nile cruise.
Alexandria	They are going to spend the last two days of their trip in Alexandria.
sandcastles	They are going to swim in the sea and build sandcastles.

heritage	Mr. Maged is showing his family the places he remembers from his childhood. This is their heritage.
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New Structures	
Structure	Example
Planned Future (Affirmative)	I am going to visit the beach.
Sally is going to pack her suitcase.	
They are going to stay in a hotel.	
Planned Future (Negative)	I am not going to forget my passport.
Omar is not going to swim today.	
We are not going to stay at home.	
Planned Future (Question)	Am I going to take my camera?
Is she going to wear sunglasses?	
Are they going to travel to Cairo?	

Warm up and Revision

41. What are some famous places in Egypt you know?
42. Have you ever visited any of these places?
43. What is your favorite way to travel (by train, car, plane, boat)?
44. What do you want to do on your next holiday?

Presentation

- I will start by asking students about their knowledge of famous places in Egypt and their travel experiences.
- I will introduce the new vocabulary related to Egyptian landmarks and travel methods.
- I will read the text "A Special Trip Home" aloud, focusing on the family's travel plans and destinations.
- I will explain the structure of the planned future tense using "going to" for affirmative, negative, and question forms, providing clear examples.
- I will highlight the time expressions often used with "going to" (e.g., tomorrow, next week, soon).

Practice

- ****Activity 1:**** Students will choose the correct answer for comprehension questions based on the reading text.
- ****Activity 2:**** Students will answer open-ended questions related to the text.
- ****Grammar Practice:**** Students will complete sentences using the correct form of "going to" and a given verb.

- **Sentence Writing:** Students will imagine they are going on a trip and write 5 things they "are going to do" using the new structure.
- **Pair work:** Students will ask and answer questions about their next holiday plan using "going to."
- **Role play:** Students will role-play being a tour guide explaining different Egyptian landmarks to tourists.

Assessment

- **Observation:** I will assess students' participation in discussions and their ability to use the "going to" structure correctly.
- **Written Task:** Students' written sentences and answers to comprehension questions will be checked.
- **Quick oral quiz:** I will ask questions like: "Where are Mr. Maged's family going to travel?" and "What are two places you wish to visit in Egypt?"

Evaluation

- **a- The lesson:** The lesson effectively introduced famous Egyptian landmarks and the "going to" future tense. The reading text was engaging and informative.
- **b- The student:** Most students understood the reading and could apply the "going to" structure in simple sentences. Some needed more practice with forming questions.
- **c- The teacher:** I provided clear explanations for the grammar point. I should ensure to provide more varied practice activities for question formation with "going to" in future lessons.

Unit 3: Travel and Adventure

Lesson 3: A Night under the Stars

Lesson Information:

Unit	Lesson	Page	Title
3	3	48-50	A Night under the Stars

Learning Objectives

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

- Read and understand a story about a school camping trip.
- Identify and use vocabulary related to camping and outdoor activities.
- Form adverbs from adjectives using the suffix -ly.
- Answer comprehension questions based on the reading text.

New Vocabulary

Vocabulary	Example from the lesson
camping trip	Next weekend, our class is going to travel to the beautiful Wadi El Gemal Park for a school camping trip.
desert	We are going to camp in the desert.
warm clothes	We are going to pack our suitcases with warm clothes.
torch	We are going to pack a torch and a water bottle.
water bottle	We are going to pack a torch and a water bottle.
bus tickets	We need to receive their bus tickets today.
campsite	The campsite is going to be crowded.
tents	We are going to set up our tents near some amazing mountains.
mountains	We are going to set up our tents near some amazing mountains.
desert plants	Our teacher is going to teach us about desert plants and animals.
animals	Our teacher is going to teach us about desert plants and animals.
campfire	We are going to sit around a campfire and tell stories.
stories	We are going to sit around a campfire and

	tell stories.
hike	The next morning, we are going to hike on a nature trail.
nature trail	The next morning, we are going to hike on a nature trail.
birds	We are going to look for special birds.

New Structures	
Structure	Example
Adverbs ending in -ly	quick → quickly (The rabbit runs quickly.)
loud → loudly (The children sing loudly.)	
happy → happily (The kid sings happily.)	
careful → carefully (She paints the picture carefully.)	

Warm up and Revision

45. Have you ever been camping? Where did you go?
46. What do you need to take with you on a camping trip?
47. What kind of activities can you do in the desert?
48. How do you describe someone who does things quickly?

Presentation

- I will start by asking students about their experiences with camping or outdoor adventures.
- I will introduce the new vocabulary related to camping and the desert environment.
- I will read the story "Our School Camping Trip" aloud, encouraging students to follow along and identify key events.
- I will explain how to form adverbs by adding -ly to adjectives, providing examples and discussing spelling rules (e.g., happy -> happily).
- I will highlight the function of adverbs in describing how an action is performed.

Practice

- ****Activity 1:**** Students will read the story again and write (T) true or (F) false for given statements.
- ****Activity 2:**** Students will choose the correct answer for comprehension questions related to the story.
- ****Adverb Formation:**** Students will change given adjectives into adverbs by adding -ly.

- **Adverb Usage:** Students will read sentences and circle the adverb that ends with -ly.
- **Pair work:** Students will discuss: "Why is it important to clean the campsite before leaving?"
- **Story Retelling:** Students will work in pairs to retell parts of the camping trip story using new vocabulary and adverbs.

Assessment

- **Observation:** I will assess students' comprehension of the story and their ability to form and use adverbs.
- **Worksheet:** Students will complete exercises on true/false statements, multiple-choice questions, and adverb formation.
- **Quick oral quiz:** I will ask questions like: "Where is the school camping trip going to be?" and "How do you change 'slow' into an adverb?"

Evaluation

- **a- The lesson:** The lesson successfully engaged students with an interesting story and effectively taught the formation and use of adverbs. The activities were well-paced.
- **b- The student:** Most students understood the story and could identify adverbs. Some needed more practice with irregular adverb forms or spelling changes.
- **c- The teacher:** I provided clear explanations for adverb formation. I should ensure to provide more varied examples of adverbs in sentences to reinforce understanding and usage.

Unit 3: Travel and Adventure

Lesson 4: Writing Email Invitation

Lesson Information:

Unit	Lesson	Page	Title
3	4	51-52	Writing Email Invitation

Learning Objectives

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

- Understand the purpose and structure of an email invitation.
- Identify key components of an email invitation (Greeting, Invitation, Description, Closing).
- Use appropriate vocabulary and phrases for writing an invitation.
- Write a clear and concise email inviting a friend to visit Egypt.

New Vocabulary

Vocabulary	Example from the lesson
email invitation	Read the following email invitation.
Egypt	I want to invite you to visit Egypt this summer.
Great Pyramids of Giza	You must visit the Great Pyramids of Giza.
Nile River	We can also ride a boat on the Nile River.
Red Sea	See the beautiful Red Sea.
koshari	Don't forget to try Egyptian food like koshari.
friend	Your friend, Ali.
invite	I want to invite you to visit Egypt.

New Structures

Structure	Example
Greeting	Dear Max,
Invitation Phrase	I want to invite you to visit Egypt this summer.
Describing Places	You must visit the Great Pyramids of Giza.
Polite Closing	Please let me know if you can come. I can't wait to see you!

Warm up and Revision

49. Have you ever invited a friend to visit your home or city?
50. How did you do it? (e.g., phone call, message, email)
51. What are some famous places in Egypt you would recommend to a visitor?
52. What is your favorite Egyptian food?

Presentation

- I will start by discussing how students invite friends to events or visits and the different ways to do so.
- I will introduce the concept of an email invitation and its importance for formal and informal invites.
- I will read the sample email invitation aloud, highlighting its structure and key phrases.
- I will explain the guided writing steps for an email invitation: Greeting, Invitation, Describe Places, and Closing.
- I will provide examples of suitable vocabulary and expressions for each part of the email.

Practice

- **Activity 1:** Students will complete a table with their own information for an email invitation (e.g., Greeting, Invitation, Places).
- **Writing Task:** Students will write an email of 30-40 words to a friend from America inviting them to visit Egypt, following the guided steps.
- **Peer Review:** Students will exchange their written emails with a partner and use the "My Email Writing Checklist" for peer review.
- **Discussion:** I will lead a discussion on the elements of a good invitation and common mistakes to avoid.
- **Role Play:** Students will role-play inviting a friend and responding to the invitation.

Assessment

- **Observation:** I will assess students' understanding of email invitation components and their ability to use appropriate language.
- **Written Task:** Students' written email invitations will be assessed based on adherence to structure, clarity, vocabulary, and grammar.
- **Quick oral quiz:** I will ask questions like: "What should you include in the greeting of an email invitation?" and "What is one famous place you would mention in an invitation to Egypt?"

Evaluation

- **a- The lesson:** The lesson successfully guided students through the process of writing an email invitation, making the task practical and relevant. The checklist was very helpful.
- **b- The student:** Most students were able to write a coherent email invitation, incorporating the key elements. Some needed more support with sentence structure and vocabulary choice.
- **c- The teacher:** I provided clear instructions and a good model email. I should ensure to provide more individual feedback during the writing process to address specific student needs.

Unit 3: Travel and Adventure

Lesson 5: Think and Create - Travel Adventure Book

Lesson Information:

Unit	Lesson	Page	Title
3	5	53	Think and Create - Travel Adventure Book

Learning Objectives

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

- Design a page for a travel adventure book.
- Identify different modes of transportation (bus, train, plane, car, boat).
- Write facts and sentences about various types of travel.
- Develop creativity and artistic skills through a design activity.

New Vocabulary

Vocabulary	Example from the lesson
travel adventure book	Design your own "Travel Adventure Book".
vehicle	Draw or find a picture of the vehicle.
bus	I am going to talk with my friends and sing songs on the bus.
train	We are going to take the train to Luxor.
plane	I am going to fly on a plane to London.
car	We are going to drive our car to the beach.
boat	I am going to ride a boat on the Nile River.
ticket	Buses are a cheap way to travel to school or to visit cities.
scenery	I am going to look out the window at the scenery!

New Structures

Structure	Example
Describing travel modes	Bus is a cheap way to travel.
Expressing future plans	I am going to talk with my friends and sing songs on the bus.
Stating facts	Buses are a cheap way to travel to school or to visit cities.

Warm up and Revision

53. What do you need to buy before you travel on a bus or train?
54. Why do people pack suitcases when they travel?
55. What are different ways to travel (e.g., by bus, by train)?
56. What is your favorite way to travel and why?

Presentation

- I will start by discussing different modes of transportation and asking students about their experiences with each.
- I will introduce the concept of a "Travel Adventure Book" and explain the project: designing a page for each type of travel.
- I will demonstrate how to create a page, including drawing or finding pictures of vehicles, writing the name of the vehicle, and adding facts and sentences about traveling.
- I will provide examples of facts and sentences for different travel modes to inspire students.
- I will review the new vocabulary related to travel and transportation.

Practice

- **Activity 1:** Students will choose a mode of transportation (bus, train, plane, car, or boat) and design a page for their travel adventure book.
- **Activity 2:** Students will draw or find a picture of the chosen vehicle and write its name.
- **Writing Task:** Students will write one fact about the type of travel and one sentence about what they are going to do on this trip.
- **Pair work:** Students will share their designed pages with a partner, explaining their choices and sentences.
- **Class Sharing:** Students will present their favorite page from their travel adventure book to the class.
- **Creative Extension:** Students can add more details to their pages, such as a map of their journey or a list of things they would see.

Assessment

- **Observation:** I will assess students' ability to follow instructions, design a page, and write relevant facts and sentences.
- **Product Assessment:** The designed pages will be assessed based on creativity, clarity of information, and adherence to the task requirements.

- **Quick oral quiz:** I will ask questions like: "What is one fact about bus travel?" and "What vehicle would you choose for a long journey?"

Evaluation

- **a- The lesson:** The lesson was highly creative and allowed students to apply their knowledge of travel in a fun, artistic way. The project was engaging and well-received.
- **b- The student:** Most students successfully designed their pages and wrote appropriate facts and sentences. Some needed more encouragement to be creative with their designs.
- **c- The teacher:** I provided clear instructions and good examples. I should ensure to provide more individual support during the design phase to help students who struggle with artistic

English Lesson Plans

Primary 5 - Term 2 Comprehensive Review

Prepared by:

Mr Sobhy Borda

Review Lesson 1: Vocabulary and Word Building

Quick Review

Lesson Information:

Unit	Lesson	Page	Title
All Previous Units	Review Lesson 1	N/A	Vocabulary and Word Building

Learning Objectives

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

- Review and reinforce key vocabulary from all previous units.
- Practice word building skills, including suffixes (-er, -or, -ist, -ment, -ship).
- Identify and use new vocabulary in context.
- Improve their overall lexical knowledge.

New Vocabulary

Vocabulary	Example from the lesson
clinic	A clinic is a place where you buy your medicine.
receptionist	The receptionist is the person who helps at the desk.
headache	I have a headache.
comfortable	My new phone is comfortable.
terrible	It's terrible to finish your homework before dinner.
milking	The farmer is milking the cow.
sweater	My grandmother knitted me a warm sweater.
grain	The cat helps by catching mice that might eat the grain.
cycling	Cycling is a great hobby.
painting	Painting involves using brushes and colors.
solving puzzles	My hobby is solving puzzles.

New Structures

Structure	Example
Suffixes (-er, -or, -ist)	farm + er → farmer

visit + or → visitor	
special + ist → specialist	
Suffixes (-ment, -ship)	enjoy + ment → enjoyment
friend + ship → friendship	

Warm up and Revision

1. What are some new words you learned recently?
2. How can we make new words from old ones?
3. What are some jobs that end with '-er' or '-or'?
4. Can you think of words that describe feelings and end with '-ment'?

Presentation

- I will start by engaging students in a quick vocabulary game to recall words from previous units.
- I will present a selection of key vocabulary words from all covered units, focusing on their meanings and usage in sentences.
- I will review the concept of suffixes (-er, -or, -ist, -ment, -ship) and explain how they change the meaning or part of speech of a word.
- I will provide examples of words with these suffixes and encourage students to identify the base words.
- I will explain that this lesson focuses on strengthening their vocabulary and word-building skills.

Practice

- **Activity 1: Vocabulary Matching:** Students will match new vocabulary words to their definitions or pictures.
- **Activity 2: Fill in the Blanks:** Students will complete sentences using appropriate vocabulary words from a word bank.
- **Activity 3: Word Building:** Students will add the correct suffix (-er, -or, -ist, -ment, -ship) to given base words to form new nouns.
- **Pair work: Vocabulary Challenge:** Students will quiz each other on vocabulary words, providing definitions or using words in sentences.
- **Sentence Creation:** Students will create original sentences using at least two new vocabulary words and one word with a suffix.
- **Crossword Puzzle:** Students will complete a crossword puzzle using reviewed vocabulary.

Assessment

- **Observation:** I will assess students' participation in vocabulary games and their ability to apply suffixes correctly.
- **Completion Task:** Students' performance on matching exercises, fill-in-the-blanks, and word-building tasks will be checked.
- **Quick oral quiz:** I will ask questions like: "What is a person who paints called?" and "What does 'enjoyment' mean?"

Evaluation

- **a- The lesson:** The lesson successfully reviewed key vocabulary and word-building skills. The activities were engaging and provided ample practice.
- **b- The student:** Most students demonstrated improved vocabulary recall and could apply suffixes correctly. Some needed more practice with less common suffixes.
- **c- The teacher:** I effectively used various activities to reinforce vocabulary. I should ensure to provide more diverse examples for word building to cater to different learning styles.

Review Lesson 2: Grammar and Language Application

Quick Review

Lesson Information:

Unit	Lesson	Page	Title
All Previous Units	Review Lesson 2	N/A	Grammar and Language Application

Learning Objectives

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

- Review and reinforce key grammar structures from all previous units.
- Differentiate and apply Present Simple and Present Continuous tenses.
- Correctly use `can/can't` and `could/couldn't` for ability.
- Apply `must/mustn't` and `have to/don't have to` for obligation and necessity.
- Improve their overall grammatical accuracy and fluency.

New Vocabulary

Vocabulary	Example from the lesson
sore throat	I have a sore throat.
cough	She has a cough.
healthy food	You must eat healthy food.
stay up late	You mustn't stay up late.
ploughs	Water buffaloes pull ploughs.
heavy loads	Donkeys carry heavy loads.
egrets	Egrets help farmers.
documentary	I am watching a documentary.

New Structures

Structure	Example
Present Simple (Habits/Facts)	Farmers grow vegetables.
The sun rises in the east.	
Present Continuous (Actions Happening Now)	Look! The bird is flying now.
They are playing football at the moment.	
can/can't (Present Ability)	I can swim.
He can't play the guitar.	

could/couldn't (Past Ability)	When I was young, I could run fast.
She couldn't reach the shelf.	
must/mustn't (Obligation/Prohibition)	You must listen to your teacher.
You mustn't talk in the library.	
have to/don't have to (Necessity/Lack of Necessity)	I have to wear a uniform at school.
We don't have to go to school on Fridays.	

Warm up and Revision

5. What is your favorite animal? What does it do?
6. What did you do yesterday? What are you doing now?
7. What are some rules at school?
8. What are some things you were able to do when you were little?

Presentation

- I will start by reviewing the main grammar points from previous units through interactive questions and quick examples.
- I will present a clear distinction between Present Simple (for habits, facts, jobs) and Present Continuous (for actions happening now), using a timeline or visual aids.
- I will explain the usage of `can/can't` for present ability and `could/couldn't` for past ability, providing contextual examples.
- I will clarify the difference between `must/mustn't` (strong obligation/prohibition) and `have to/don't have to` (necessity/lack of necessity).
- I will guide students through various sentence types, emphasizing correct verb forms and auxiliary verbs.

Practice

- ****Activity 1: Choose the Correct Verb Form:**** Students will choose between Present Simple and Present Continuous to complete sentences.
- ****Activity 2: Complete with Modals:**** Students will complete sentences using `can`, `can't`, `could`, or `couldn't`.
- ****Activity 3: Obligation and Necessity:**** Students will fill in the blanks with `must`, `mustn't`, `have to`, or `don't have to`.
- ****Sentence Transformation:**** Students will rewrite sentences, changing the tense or modal verb as instructed.
- ****Pair work: Grammar Debate:**** Students will discuss scenarios and decide which grammar structure best applies (e.g., "You are sick. What must you do? What do you have to do?").
- ****Role play:**** Students will role-play conversations that require the use of various grammar structures, such as a doctor's visit or planning a trip.

Assessment

- **Observation:** I will assess students' participation in grammar discussions and their ability to apply different structures orally.
- **Written Task:** Students' performance on grammar exercises (choosing verb forms, completing with modals, obligation/necessity) will be checked.
- **Quick oral quiz:** I will ask questions like: "What is the difference between 'I must go' and 'I have to go'?" and "What are you doing right now?"

Evaluation

- **a- The lesson:** The lesson effectively reviewed key grammar structures from all previous units. The activities were varied and provided good practice for application.
- **b- The student:** Most students demonstrated a good understanding of the reviewed grammar points. Some needed additional support in differentiating between similar structures like `must` and `have to`.
- **c- The teacher:** I provided clear explanations and a variety of exercises to reinforce grammar. I should ensure to provide more real-life scenarios for students to practice applying the grammar rules naturally.

English Lesson Plans

Primary 5 - Term 2

Unit 4: Jobs in the Animal Kingdom

Prepared by:

Mr Sobhy Borda

Unit 4: Jobs in the Animal Kingdom

Lesson 1: How Animals Help Us

Lesson Information:

Unit	Lesson	Page	Title
4	1	60-62	How Animals Help Us

Learning Objectives

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

- Identify different animals and their roles in helping humans.
- Describe animal jobs using simple sentences.
- Ask and answer questions about animal helpers.
- Express appreciation for animals and their contributions.

New Vocabulary

Vocabulary	Example from the lesson
police dogs	Well, police dogs are very brave and smart.
guide dogs	Yes, some guide dogs are for blind people.
dolphins	In some countries, rescue dolphins help people who are in danger in the sea.
horses	Horses help people feel calm and happy.
brave	Police dogs are very brave and smart.
smart	Police dogs are very brave and smart.
criminals	They help officers find lost people and catch criminals.
blind people	Guide dogs are for blind people.
calm	Horses help people feel calm and happy.
happy	Horses help people feel calm and happy.
rescue	Rescue dolphins help people who are in danger in the sea.

New Structures

Structure	Example
Describing animal abilities	Police dogs can find lost people.
Guide dogs help blind people.	
Asking about animal roles	What special ability do police dogs use to help officers?
How do guide dogs help blind people?	

Warm up and Revision

57. What are some animals that you know?
58. Do you think animals can help people?
59. What kind of jobs do people do?
60. Can you name an animal that works with people?

Presentation

- I will start by asking students about animals they know and if they think animals can have jobs.
- I will introduce the concept of animal helpers and discuss different roles animals play in human lives.
- I will present new vocabulary words related to animal jobs using pictures and examples.
- I will play the listening dialogue about animal helpers and ask students to identify the animals and their jobs.
- I will discuss the main ideas from the dialogue and clarify any new concepts or vocabulary.

Practice

- ****Activity 1:**** Students will choose the correct answer for multiple-choice questions based on the listening dialogue.
- ****Activity 2:**** Students will listen to the dialogue again and fill in the blanks with missing information.
- ****Question and Answer:**** Students will answer comprehension questions about the text.
- ****Pair work:**** Students will discuss: "If you could train an animal to help people in your community, which animal would you choose and what job would it do? Explain why."
- ****Guess the Animal:**** Students will work in pairs, with one student describing an animal helper and the other guessing the animal.
- ****Sentence Building:**** Students will create sentences describing how different animals help people.

Assessment

- ****Observation:**** I will assess students' participation in discussions and their ability to identify animal helpers and their jobs.

- **Completion Task:** Students' performance on the fill-in-the-blanks and multiple-choice activities will be checked.
- **Quick oral quiz:** I will ask questions like: "What do police dogs do?" and "How do horses help people?"

Evaluation

- **a- The lesson:** The lesson successfully introduced the concept of animal helpers and their roles. The listening activity was engaging and helped students understand the topic.
- **b- The student:** Most students were able to identify different animal helpers and describe their jobs. Some needed more encouragement to express their opinions.
- **c- The teacher:** I effectively used the listening dialogue and pictures to introduce the topic. I should ensure to provide more opportunities for students to practice speaking about animal jobs.

Unit 4: Jobs in the Animal Kingdom

Lesson 2: Amazing Helpers

Lesson Information:

Unit	Lesson	Page	Title
4	2	63-68	Amazing Helpers

Learning Objectives

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

- Identify various animals and their specific roles as helpers.
- Match animals to their descriptions and meanings.
- Differentiate between Present Simple and Present Continuous tenses.
- Apply Present Simple for habits, facts, and jobs, and Present Continuous for actions happening now.

New Vocabulary

Vocabulary	Meaning/Example from the lesson
water buffalo	A strong animal that pulls ploughs on farms.
donkey	A hardworking animal that carries heavy loads.
pigeon	A bird that can find its way home from far away.
falcon	A fast bird that hunts pests in fields.
gecko	A small lizard that eats insects inside houses.
scarab beetle	An insect that helps make soil better for plants.
ploughs	Water buffaloes pull ploughs through the fields.
heavy loads	Donkeys carry heavy loads through villages and to markets.
messengers	Pigeons have an important job as messengers.
pests	Falcons help farmers by hunting small animals that damage crops (e.g., pests).
waste	Scarab beetles break down waste and help make the earth better.
fertilizer	Scarab beetles help prepare the soil like a fertilizer.

New Structures	
Structure	Example
Present Simple (Habits, Facts, Jobs)	A falcon hunts small animals. (Fact)
Donkeys carry things every day. (Habit/Job)	
Water buffaloes pull ploughs. (Job)	
Geckos eat insects. (Fact)	
Present Continuous (Actions Happening Now)	Look! The falcon is flying over the field right now.
The donkey is carrying a heavy load at the moment.	
The farmers are planting seeds today.	

Warm up and Revision

61. What are some animals that help people in Egypt?
62. What do farmers do on their farms?
63. Can you name an animal that flies?
64. What is the difference between a habit and something happening now?

Presentation

- I will begin by showing pictures of various animals and asking students what they know about them.
- I will introduce new vocabulary related to animal helpers and their specific tasks, matching words to their meanings.
- I will read the text about animal helpers in Egypt, focusing on the roles of water buffaloes, donkeys, pigeons, falcons, geckos, and scarab beetles.
- I will explain the difference between the Present Simple and Present Continuous tenses, providing clear examples for habits, facts, jobs (Present Simple) and actions happening now (Present Continuous).
- I will highlight key time expressions associated with each tense (e.g., every day for Present Simple; now, right now, at the moment for Present Continuous).

Practice

- ****Activity 1:**** Students will match words to their meanings, reinforcing new vocabulary.
- ****Activity 2:**** Students will read sentences and choose the correct answer based on the text about animal helpers.

- **Grammar Exercise:** Students will choose the correct verb form (Present Simple or Present Continuous) to complete sentences.
- **Sentence Transformation:** Students will rewrite sentences using the correct tense (Present Simple or Present Continuous) based on context.
- **Pair work:** Students will discuss: "Which animal helper do you find most amazing and why?"
- **Role play:** Students will role-play a conversation between a farmer and a visitor, explaining how different animals help on the farm.

Assessment

- **Observation:** I will assess students' ability to differentiate between Present Simple and Present Continuous and apply them correctly.
- **Written Task:** Students' performance on matching exercises, comprehension questions, and grammar tasks will be checked.
- **Quick oral quiz:** I will ask questions like: "What is the main job of water buffaloes?" and "What is the scarab beetle doing right now?"

Evaluation

- **a- The lesson:** The lesson effectively introduced various animal helpers and successfully clarified the usage of Present Simple and Present Continuous. The activities were well-structured.
- **b- The student:** Most students understood the roles of different animal helpers and could apply the grammar rules. Some needed more practice in distinguishing between the two tenses in complex sentences.
- **c- The teacher:** I provided clear explanations for the grammar points and used engaging examples. I should ensure to provide more interactive activities to reinforce the difference between Present Simple and Present Continuous.

Unit 4: Jobs in the Animal Kingdom

Lesson 3: Farm Friends

Lesson Information:

Unit	Lesson	Page	Title
4	3	69-71	Farm Friends

Learning Objectives

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

- Identify animals found on a farm and their contributions.
- Understand a text about a day on the farm.
- Form nouns using suffixes -er, -or, -ist.
- Match words to pictures and meanings.

New Vocabulary	
Vocabulary	Meaning/Example from the lesson
cows	Cows give us milk.
sheep	We get wool from sheep.
guard dogs	A smart guard dog is watching over the sheep carefully.
milking	Omar is happily milking a cow now.
wool	We get wool from sheep.
sweaters	My grandmother knitted me a warm sweater.
blankets	My grandmother knitted me warm blankets.
barn	The chickens lay eggs every morning for breakfast in the barn.
chickens	The chickens lay eggs every morning for breakfast.
eggs	The chickens lay eggs every morning for breakfast.
grain	The cat helps by catching mice that might eat the grain.
mice	The cat helps by catching mice that might eat the grain.
carts	Omar shows how the horses help pull carts around the farm.

New Structures	
Structure	Example
Suffixes (-er, -or, -ist)	farm + er → farmer
visit + or → visitor	
special + ist → specialist	
help + er → helper	
invent + or → inventor	

Warm up and Revision

65. What animals can you see on a farm?
66. What jobs do you think these animals do?
67. How does a farmer take care of the animals?
68. Can you name someone who works on a farm?

Presentation

- I will start by showing pictures of farm animals and asking students to identify them and guess their roles.
- I will introduce new vocabulary related to farm life and animal products.
- I will read the text "A Day on the Farm" aloud, focusing on Omar and his family's activities.
- I will explain the concept of suffixes (-er, -or, -ist) and how they are used to form nouns, providing examples and discussing their meanings.
- I will highlight how these suffixes often indicate a person who performs an action or a profession.

Practice

- ****Activity 1:**** Students will read the text again and write (T) true or (F) false for given statements.
- ****Activity 2:**** Students will match words to pictures and then to their meanings, reinforcing vocabulary.
- ****Fill in the blanks:**** Students will complete sentences using words from a box related to farm animals.
- ****Word Building:**** Students will fill in the blanks with the right ending (-er, -or, -ist) to complete words.
- ****Pair work:**** Students will discuss: "If you had a farm, which animal helper would you want? Why?"
- ****Role play:**** Students will role-play a conversation between a farmer and a visitor, explaining the daily routines on the farm.

Assessment

- **Observation:** I will assess students' comprehension of the farm text and their ability to form nouns using suffixes.
- **Written Task:** Students' performance on true/false statements, matching exercises, and word-building tasks will be checked.
- **Quick oral quiz:** I will ask questions like: "What do cows give us?" and "How do you change 'visit' into a noun for a person?"

Evaluation

- **a- The lesson:** The lesson successfully introduced farm animals and their roles, and effectively taught the use of suffixes to form nouns. The activities were varied and engaging.
- **b- The student:** Most students understood the text and could apply the suffix rules. Some needed more practice with spelling changes when adding suffixes.
- **c- The teacher:** I provided clear explanations for word building skills. I should ensure to provide more examples of words with different suffixes to broaden students' understanding.

Unit 4: Jobs in the Animal Kingdom

Lesson 4: Writing About Animal Helpers

Lesson Information:

Unit	Lesson	Page	Title
4	4	72-73	Writing About Animal Helpers

Learning Objectives

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

- Read and understand a descriptive text about an animal helper.
- Identify key elements of descriptive writing.
- Use strong adjectives and descriptive language.
- Write a short paragraph about an animal helper, applying Present Simple and Present Continuous.

New Vocabulary

Vocabulary	Example from the lesson
egrets	The narrator says that egrets help farmers by eating insects.
documentary	I am watching a wildlife documentary about animal helpers.
narrator	The narrator says that egrets help farmers.
harm crops	Egrets help farmers by eating insects that harm crops.
raids	The egret is catching hoppers that eat the rice plants. These are raids.
beak	The egret is catching hoppers quickly with its sharp beak.
hoppers	It is catching hoppers that eat the rice plants.
rice plants	Hoppers eat the rice plants.
chemicals	Farmers don't need to use as many chemicals because of these birds.
insect control	These beautiful birds provide natural insect control.

New Structures

Structure	Example
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Descriptive Adjectives	The egret is a beautiful bird.
It has a sharp beak.	
Present Simple (Habits/Facts)	Egrets eat insects.
They help farmers.	
Present Continuous (Actions Happening Now)	The egret is catching hoppers.
It is flying over the field.	

Warm up and Revision

69. What is your favorite animal? Describe it.
70. What do you know about egrets?
71. How do birds help farmers?
72. What is the difference between describing a habit and describing an action happening now?

Presentation

- I will start by asking students to describe their favorite animals and what makes them special.
- I will introduce the concept of descriptive writing and its importance in making writing interesting.
- I will read the text "The Farmer's Feathered Friend" aloud, focusing on the descriptive language used.
- I will highlight the tips for descriptive writing: choosing a topic, using strong adjectives, showing instead of telling, and using correct tenses (Present Simple and Present Continuous).
- I will review the use of Present Simple for habits and facts, and Present Continuous for actions happening now, providing examples from the text.

Practice

- **Activity 1:** Students will read the text again and identify the main idea and specific details about the egret.
- **Adjective Hunt:** Students will underline all the adjectives used in the text and discuss their impact.
- **Writing Task:** Students will imagine they are watching a show about an animal helper and write a paragraph (30-40 words) describing the animal's job and what it is doing now.
- **Peer Review:** Students will exchange their paragraphs with a partner and provide feedback based on the descriptive writing tips.
- **Discussion:** I will lead a discussion on how to improve descriptive writing and make it more engaging.

- **Creative Writing:** Students will choose another animal helper and write a short descriptive paragraph about it.

Assessment

- **Observation:** I will assess students' ability to use descriptive language and apply Present Simple and Present Continuous in their writing.
- **Written Task:** Students' written paragraphs will be assessed based on adherence to descriptive writing tips, vocabulary, and grammar.
- **Quick oral quiz:** I will ask questions like: "What is one strong adjective you can use to describe an egret?" and "What is the egret doing right now in the story?"

Evaluation

- **a- The lesson:** The lesson successfully guided students through descriptive writing, providing practical tips and a good model text. The focus on tenses was well-integrated.
- **b- The student:** Most students were able to write a descriptive paragraph, using some strong adjectives and applying the tenses correctly. Some needed more practice in

Unit 4: Jobs in the Animal Kingdom

Lesson 5: Think and Create a Poster

Lesson Information:

Unit	Lesson	Page	Title
4	5	74-75	Think and Create a Poster

Learning Objectives

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

- Design a colorful poster to promote appreciation for animal helpers.
- Review and apply vocabulary related to animal helpers.
- Review and apply grammar concepts (Present Simple, Present Continuous).
- Express opinions about posters and animal helpers.

New Vocabulary

Vocabulary	Example from the lesson
poster	Create a colorful poster.
animal helpers	Teach people how to appreciate animal helpers.
appreciate	Teach people how to appreciate and be kind to animal helpers.
kind	Teach people how to appreciate and be kind to animal helpers.
milk	The farmer is milking the cow.
sweater	My grandmother knitted me a warm sweater.
grain	The cat helps by catching mice that might eat the grain.
watching over	The dog is watching over the sheep.
barn	The chickens lay eggs in the barn.

New Structures

Structure	Example
Expressing opinion	I like your poster because it is colorful.
I think you could add more animals.	
Review of Present Simple	Water buffaloes pull ploughs.
Review of Present Continuous	The falcon is hunting over the field right now.

Warm up and Revision

73. What is a poster used for?
74. What are some ways animals help us?
75. Why is it important to be kind to animals?
76. Can you give an example of a habit and an action happening now?

Presentation

- I will start by discussing the purpose of posters and showing examples of effective posters.
- I will introduce the project: creating a colorful poster to teach people how to appreciate and be kind to animal helpers.
- I will review key vocabulary related to animal helpers and their jobs.
- I will conduct a quick review of Present Simple and Present Continuous tenses, as these will be useful for writing captions or slogans on the posters.
- I will explain the criteria for a good poster, including clear message, attractive design, and relevant information.

Practice

- **Activity 1:** Students will look at sample posters and discuss what they like and what could be improved.
- **Poster Design:** Students will design their own colorful poster to teach people how to appreciate and be kind to animal helpers.
- **Writing Captions:** Students will write short captions or slogans for their posters, using vocabulary and grammar learned in the unit.
- **Peer Feedback:** Students will ask for a friend's opinion on their poster, using phrases like "I like your poster because..." and "I think you could add...".
- **Quick Review Exercises:** Students will complete the quick review exercises from the textbook (verb forms, fill in the gap, choose correct suffix).
- **Class Gallery Walk:** Students will display their posters, and the class will walk around to view and discuss them.

Assessment

- **Observation:** I will assess students' creativity in poster design and their ability to incorporate learned vocabulary and grammar.
- **Product Assessment:** Posters will be assessed based on their message clarity, visual appeal, and adherence to the theme of appreciating animal helpers.

- **Quick oral quiz:** I will ask questions like: "What is the main message of your poster?" and "Why is it important to be kind to animal helpers?"

Evaluation

- **a- The lesson:** The lesson was a creative and effective way to consolidate learning from the unit. The poster project allowed students to express their understanding visually.
- **b- The student:** Most students successfully designed engaging posters and articulated their messages clearly. Some needed more guidance on grammar in their captions.
- **c- The teacher:** I provided clear instructions and facilitated peer feedback effectively. I should ensure to provide more examples of strong slogans for posters in future projects.

Primary 5 English Lesson Preparations Unit 5: Our Solar System

Prepared by:
Mr Sobhy Borda

Unit 5: Our Solar System - Lesson 1 - Lesson No: 1 - Page: 78-81

Lesson Title: From Mercury to Neptune

Learning Objectives

- | |
|--|
| 1. Identify the planets in the solar system. |
| 2. Recall keywords and names of planets from a dialog. |
| 3. Understand facts about the Sun, Moon, and stars. |
| 4. Listen for main ideas and specific details. |

New Vocabulary

Word	Example from Lesson
Solar System	Today we will learn about the solar system.
Galaxy	Our galaxy is called the Milky Way.
Largest	Jupiter is the largest planet in the solar system.
Rings	Saturn is famous for its rings.
Red Planet	Mars is called the Red Planet because its iron-rich soil makes it look red.
Planetarium	Welcome, everyone, to the planetarium!

New Structures

- | |
|---|
| Mars is called the Red Planet because its iron-rich soil makes it look red. |
| Jupiter is the largest planet in the solar system. |
| Saturn is famous for its rings. |
| The solar system is inside a galaxy called the Milky Way. |

Warm up and revision

- | |
|--|
| Q1. Which planet is your favorite? Why? |
| Q2. Do you want to visit the Moon or Mars? |

Q3. What do you know about the Milky Way?
Q4. Can you name any planets you already know?

Presentation

I will introduce the solar system using pictures of the Sun, Moon, and planets.
I will play the audio 'A Trip to the Planetarium' and ask students to follow along in their books.
I will explain the characteristics of each planet mentioned in the dialog (Mercury, Venus, Earth, Mars, Jupiter, Saturn).
I will highlight the importance of listening for keywords like names, numbers, and places.
I will demonstrate how to identify the main idea of a conversation about space exploration.

Practice

* Students match words like 'Mercury', 'Mars', and 'Galaxy' to their correct definitions.
* Students fill in the blanks in sentences using words from the box (rings, Mars, largest, Milky).
* Pair work: Students discuss which planet they would choose to live on and why they think it's safe or dangerous.
* Role play: One student acts as the guide and others as Amina and Omar visiting the planetarium, using the dialog as a script.
* Students number sentences in the order they hear them from the dialog to practice sequencing.
* Students circle the correct answer for listening strategy questions (keywords, main idea, details).
* Students draw their favorite planet and write one fact about it.

Assessment

* True or False questions based on the listening text (e.g., 'Saturn is famous for its rings').
* Multiple choice questions about planet facts (e.g., 'Which is the largest planet?').
* Quick oral quiz: Name the four small planets mentioned in the lesson.
* Quick oral quiz: What is the name of our galaxy?

Evaluation

a- The lesson	The lesson was highly engaging with the use of space-themed visuals and audio.
b- The student	Students were fascinated by the facts about planets and participated eagerly in the role play.
c- The teacher	I successfully managed the listening activity and ensured all students understood the key vocabulary.

Unit 5: Our Solar System - Lesson 2 - Lesson No: 2 - Page: 82-85

Lesson Title: From Egypt to the Galaxy

Learning Objectives

- | |
|--|
| 1. Read about Sara Sabry, the first Egyptian female astronaut. |
| 2. Use comparative and superlative forms of short and long adjectives. |
| 3. Identify facts about different planets from the reading text. |
| 4. Inspire students to follow their dreams. |

New Vocabulary

Word	Example from Lesson
Astronaut	Sara Sabry is the first Egyptian female astronaut.
Inspire	I want to inspire young people in Egypt to follow their dreams.
Impossible	Believe that nothing is impossible.
Drier	Mars is drier than Earth.
Distant	Neptune is the most distant planet from the Sun.
Universe	Earth is small compared to the universe.

New Structures

Mars is smaller than Earth. (Short adjective comparative)
Jupiter is the largest planet. (Short adjective superlative)
Venus is more beautiful than Earth. (Long adjective comparative)
Neptune is the most distant planet. (Long adjective superlative)
Good -> Better -> Best / Bad -> Worse -> Worst (Irregular adjectives)

Warm up and revision

Q1. Who is Sara Sabry?
Q2. What does an astronaut do?
Q3. Can you name a planet bigger than Earth?
Q4. What is your dream job for the future?

Presentation

I will present the article about Sara Sabry and her journey to space in 2022.
I will explain the rules for short adjectives (add -er/-est) and long adjectives (use more/most).
I will provide examples from the text to illustrate the grammar rules (e.g., 'Venus is hotter than Earth').
I will discuss the irregular forms like 'good/better/best' and 'bad/worse/worst'.
I will encourage students to think about their dreams and how Sara Sabry's story inspires them.

Practice

* Students fill in the blanks with the correct comparative form of short adjectives (-er).
* Students fill in the blanks with the correct superlative form of short adjectives (-est).
* Students complete sentences using 'more than' and 'the most' for long adjectives like 'exciting' and 'useful'.
* Pair work: Students discuss which planet they think is the most interesting and why, using superlatives.
* Role play: An interview with Sara Sabry where one student asks about her space trip and the other answers using facts from the text.
* Students compare two planets using the adjectives provided (e.g., hot, cold, big, distant).
* Students choose the correct answer in a multiple-choice grammar quiz.
* Students write three sentences comparing their house, school, and a park.

Assessment

* Reading comprehension questions about Sara Sabry's achievements.
* Grammar quiz on comparative and superlative adjectives in various contexts.
* Quick oral quiz: What is the superlative form of 'far'?
* Quick oral quiz: Which planet is hotter than Earth?

Evaluation



a- The lesson	The lesson effectively combined a real-life success story with essential grammar rules.
b- The student	Students were inspired by Sara Sabry and showed a good grasp of the comparative/superlative structures.
c- The teacher	I provided clear, step-by-step grammar explanations and used the text to reinforce the rules.

Unit 5: Our Solar System - Lesson 3 - Lesson No: 3 - Page: 86-89

Lesson Title: The Planet Project

Learning Objectives

- | |
|---|
| 1. Understand the importance of teamwork through a story. |
| 2. Identify and create compound words from two smaller words. |
| 3. Read and analyze a story about a school project. |
| 4. Distinguish between adjectives and other parts of speech. |

New Vocabulary

Word	Example from Lesson
Teamwork	Working together makes the job easier and better.
Poster	The teacher asked them to make a classroom poster about the planets.
Messy	The sunlight colors looked messy because Adam worked alone.
Classroom	Nada and Adam were classmates in science class.
Sunlight	The sunlight colors looked messy.
Notebook	Nada wrote notes in her notebook.

New Structures

Compound words: classroom (class + room), sunlight (sun + light), football (foot + ball), blackboard (black + board).

Working together makes the job easier—and better.

Adjectives describe nouns (e.g., 'bright poster', 'messy colors').

Warm up and revision

Q1. Do you like working alone or in a team? Why?
Q2. What happens if one person does all the work in a group?
Q3. Can you name two words that make one new word?
Q4. What tools do you use for a school project?

Presentation

I will read the story 'The Planet Project' with the students, focusing on Nada and Adam's characters.
I will discuss the moral of the story: 'Teamwork makes the job easier and better'.
I will introduce the concept of compound words with examples from the text like 'classroom' and 'sunlight'.
I will show how to combine two small words to form a new compound word using a word box.
I will explain how adjectives are used in the story to make the description more interesting.

Practice

* Students match words with their meanings (e.g., poster, messy, teamwork, rings).
* Students fill in the blanks using words from the box (messy, teamwork, poster, color pencils).
* Students pick words from a box (book, brush, fish, box, room) to create new compound words like 'starfish' and 'lunchbox'.
* Pair work: Students discuss a time they worked in a team and what they learned from that experience.
* Role play: Acting out the scene where Adam finally accepts Nada's help and they work together.
* Students circle compound words in a short paragraph about schoolwork.
* Students identify adjectives in the story and explain what they describe.
* Students create a mini-poster in groups to practice teamwork.

Assessment

* Comprehension questions about the story of Nada and Adam (e.g., 'Why did Adam let Nada help?').
* Quiz on identifying and forming compound words from given parts.
* Quick oral quiz: Give an example of a compound word using 'sun'.
* Quick oral quiz: What is the opposite of 'messy'?

Evaluation

a- The lesson	The lesson successfully integrated social-emotional learning with language skills.
b- The student	Students enjoyed the story and were very active in the compound word building activity.
c- The teacher	I emphasized the value of cooperation and provided many opportunities for group interaction.

Unit 5: Our Solar System - Lesson 4 - Lesson No: 4 - Page: 90-92

Lesson Title: A Dream in Space

Learning Objectives

- | |
|---|
| 1. Write a descriptive paragraph about a space trip. |
| 2. Use adjectives to make writing more interesting and vivid. |
| 3. Identify characters, settings, and events in a story. |
| 4. Apply a writing checklist to improve their own work. |

New Vocabulary

Word	Example from Lesson
Spaceship	I was inside a big, shiny spaceship with round windows.
Rocket	The rocket made a loud noise as it went up.
Alien	A kind alien with big eyes smiled at me.
Glowing	The children played football with the glowing star-ball.
Dream	Last night, I had a dream about a trip in a spaceship.
Cloud	The houses were like soft clouds.

New Structures

- | |
|--|
| The bright Moon looked like a lamp. (Simile/Description) |
| The stars were like small lights in the sky. |
| The houses were like soft clouds. |
| The swings were made of light. |

Warm up and revision

- | |
|--|
| Q1. Have you ever had a dream about space? What did you see? |
|--|

Q2. What would you take with you to another planet?
Q3. What do you think an alien planet looks like?
Q4. How do you feel when you look at the stars at night?

Presentation

I will read the text 'My Trip in a Spaceship' to the class, using expressive tones.
I will highlight the use of descriptive adjectives (shiny, loud, bright, colorful, kind, soft).
I will explain how to structure a descriptive paragraph with a clear setting, characters, and events.
I will guide students through the 'My Writing Checklist' to ensure they include all necessary elements.
I will demonstrate how to use adjectives to make a simple sentence more interesting.

Practice

* Students answer comprehension questions about the dream story (e.g., 'What did the narrator see in the playground?').
* Students identify adjectives used in the text to describe the spaceship, the Moon, and the alien.
* Pair work: Students describe their own imaginary space trip to a partner, focusing on sensory details.
* Role play: Meeting an alien on a distant planet and describing your home Earth using adjectives.
* Students write their own short story about a trip to space using the provided checklist.
* Students draw a scene from their dream space trip and label it with adjectives.
* Students share their stories with the class and give positive feedback to their peers.
* Students use a word bank of adjectives to improve a boring paragraph about space.

Assessment

* Writing assessment based on the descriptive paragraph and the use of adjectives.
* Quiz on identifying adjectives and their roles in sentences.
* Quick oral quiz: Describe an alien using three adjectives.
* Quick oral quiz: Where did the narrator land in the dream?

Evaluation

a- The lesson	The lesson encouraged high levels of creativity and improved students' descriptive writing skills.
b- The student	Students were very enthusiastic about creating their own space adventures and used the checklist effectively.
c- The teacher	I provided a supportive environment for creative writing and gave individual feedback on students' drafts.

Primary 5 English Lesson Preparations Unit 6: Digital vs Real Life (Complete Unit)

Prepared by:
Mr Sobhy Borda

Unit 6: Digital vs Real Life - Lesson 1 - Lesson No: 1 - Page: 98-99

Lesson Title: The Offline Day - Vocabulary

Learning Objectives

- | |
|--|
| 1. Identify and define key vocabulary related to digital devices and outdoor play. |
| 2. Use new words in context to describe daily activities. |
| 3. Predict the story theme based on the vocabulary provided. |

New Vocabulary

Word	Example from Lesson
Tablet	Tarek jumped out of bed and grabbed his tablet.
Sidewalk	The sidewalk is the path beside a road where people walk.
Breeze	A light, gentle breeze was blowing outside.
Chalk	They used colored chalk to draw on the sidewalk.
Lonely	Tarek started feeling lonely because he was alone.
Whispered	He looked at the screen and whispered softly.

New Structures

- | |
|---|
| Tarek jumped out of bed and grabbed his tablet. |
| The sky was clear and blue. |
| A light, gentle breeze was blowing. |
| He pressed the power button. |

Warm up and revision

Q1. What is your favorite digital game?
Q2. Do you have a tablet or a smartphone?
Q3. What do you do when there is no Wi-Fi?
Q4. Can you name some things you do outside?

Presentation

I will introduce the unit theme: Digital life versus real-life activities.
I will present the new vocabulary using flashcards and pictures.
I will explain the definitions of words like 'tablet', 'sidewalk', and 'breeze'.
I will model the correct pronunciation of the new words.
I will ask students to use the new words in simple sentences.

Practice

* Students match the new words to their correct definitions in a table.
* Students fill in the blanks using words from the box (tablet, chalk, breeze).
* Pair work: Students discuss which word they think is the most important for the story.
* Role play: One student acts as Tarek grabbing his tablet and another as a friend calling him from outside.
* Students draw a picture of a 'sidewalk' and 'chalk' to visualize the vocabulary.
* Students categorize words into 'Digital' and 'Outdoor' groups.
* Students write three sentences using 'lonely', 'whispered', and 'breeze'.
* Students play a guessing game where one student describes a word and others guess it.

Assessment

* Vocabulary quiz: Match words to pictures.
* Multiple choice questions on word meanings.
* Quick oral quiz: What do we use to write on the sidewalk?
* Quick oral quiz: How do you feel when you are alone?

Evaluation

a- The lesson	The lesson successfully introduced the key vocabulary for the upcoming story.
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b- The student	Students were able to relate to the digital theme and learned the new words quickly.
c- The teacher	I used effective visual aids to clarify the meaning of 'sidewalk' and 'breeze'.

Unit 6: Digital vs Real Life - Lesson 2 - Lesson No: 2 - Page: 100-101

Lesson Title: The Offline Day - The Problem

Learning Objectives

- | |
|--|
| 1. Read and understand the beginning of the story. |
| 2. Identify the main conflict: No internet connection. |
| 3. Describe Tarek's feelings when he couldn't play his game. |

New Vocabulary

Word	Example from Lesson
Internet	A message popped up: 'No Internet Connection!'
Frowned	Tarek frowned and tried again.
Wi-Fi	Mom! The Wi-Fi isn't working!
Proudly	Today I'll reach level 20! he said proudly.
Connection	He tried to play, but there was no connection.

New Structures

- | |
|--|
| Today I'll reach level 20! |
| The game started, but he couldn't play. |
| A message popped up: 'No Internet Connection!' |
| Tarek frowned and tried again. |

Warm up and revision

- | |
|--|
| Q1. What happened when Tarek tried to play his game? |
| Q2. How did Tarek feel when the Wi-Fi was down? |
| Q3. What did Tarek's mom do when he called her? |

Q4. Have you ever had no internet when you wanted to play?

Presentation

- I will read the first part of the story 'The Offline Day' aloud.
- I will ask students to identify Tarek's goal (reaching level 20).
- I will explain the meaning of 'frowned' and 'proudly' through facial expressions.
- I will lead a discussion on how we react when technology fails us.
- I will guide students to predict what Tarek will do next.

Practice

- * Students answer comprehension questions about the beginning of the story.
- * Students role-play the conversation between Tarek and his mother.
- * Pair work: Students discuss a time they felt 'bored' or 'lonely' without technology.
- * Students draw Tarek's face when he saw the 'No Internet' message.
- * Students list three things Tarek could do instead of playing on his tablet.
- * Students write a short dialogue between Tarek and his tablet.
- * Students practice saying 'proudly' and 'frowned' in different contexts.
- * Students match the characters to their actions in the first part of the story.

Assessment

- * Reading comprehension quiz: Why did Tarek frown?
- * Short answer questions: 'What level did Tarek want to reach?'
- * Quick oral quiz: What popped up on the screen?
- * Quick oral quiz: Who did Tarek call for help?

Evaluation

a- The lesson	The lesson focused on the initial conflict of the story and was very relatable.
b- The student	Students were engaged and shared their own 'no internet' stories.
c- The teacher	I used role-play effectively to help students understand the characters' emotions.

Unit 6: Digital vs Real Life - Lesson 3 - Lesson No: 3 - Page: 102-104

Lesson Title: The Offline Day - The Solution

Learning Objectives

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|---|
| 1. Read the second part of the story and identify the solution. |
| 2. Describe the outdoor activities Tarek and his friends did. |
| 3. Understand the shift in Tarek's mood from bored to happy. |

New Vocabulary

Word	Example from Lesson
Hide-and-peek	At the park, they played hide-and-peek.
Pretend	They built a pretend shop with leaves and sticks.
Stomach	Tarek laughed so much his stomach hurt.
Happily	I forgot how much fun this is! he said happily.
Dust	They were all covered in chalk dust.

New Structures

- | |
|---|
| They rode their bikes, laughing the whole way. |
| I forgot how much fun this is! |
| Tarek laughed so much his stomach hurt. |
| They built a pretend shop with leaves and sticks. |

Warm up and revision

- | |
|---|
| Q1. What did Tarek do when he went outside? |
| Q2. Who did he meet at the park? |
| Q3. What games did they play? |

Q4. How did Tarek feel after playing with his friends?

Presentation

I will read the second part of the story where Tarek goes outside.

I will highlight the different outdoor games mentioned (hide-and-peek, riding bikes).

I will explain the phrase 'his stomach hurt' from laughing.

I will discuss the importance of real-life social interaction.

I will compare Tarek's feelings at the beginning versus the end of the story.

Practice

* Students list all the outdoor activities mentioned in the story.

* Students draw a scene of Tarek and his friends playing at the park.

* Pair work: Students discuss their favorite outdoor game and explain how to play it.

* Role play: Tarek and his friends playing 'hide-and-peek' or building the 'pretend shop'.

* Students write a diary entry from Tarek's perspective about his day.

* Students match the games to the tools used (e.g., chalk -> sidewalk, bikes -> riding).

* Students practice using the word 'happily' in different sentences.

* Students create a 'Fun Outside' checklist based on the story.

Assessment

* Comprehension quiz: What did they use to build a pretend shop?

* Short answer questions: 'Why did Tarek's stomach hurt?'

* Quick oral quiz: What happened when the Wi-Fi came back?

* Quick oral quiz: Did Tarek go back to his tablet immediately?

Evaluation

a- The lesson	The lesson highlighted the joy of outdoor play and social connection.
b- The student	Students were very enthusiastic about the outdoor games and shared their own favorites.
c- The teacher	I successfully contrasted the 'silent screen'

	with the 'laughing friends' to teach the moral.
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Unit 6: Digital vs Real Life - Lesson 4 - Lesson No: 4 - Page: 105-112

Lesson Title: The Offline Day - Review & Moral

Learning Objectives

- | |
|---|
| 1. Summarize the entire story and identify the moral. |
| 2. Review all Unit 6 vocabulary and structures. |
| 3. Reflect on the balance between digital and real-life activities. |

New Vocabulary

Word	Example from Lesson
Lesson	Tarek learned an important lesson about friendship.
Sunset	At sunset, the four friends sat under the big tree.
Orange	Watching the sky turn orange and pink.
Best	This was the best day ever.

New Structures

Real-life friendship is better than digital games.
This was the best day ever.
Watching the sky turn orange and pink.
The tablet was just a silent screen now.

Warm up and revision

Q1. What was the most important lesson Tarek learned?
Q2. What did Laila say at the end of the day?
Q3. How did the sky look at sunset?
Q4. Will Tarek play on his tablet as much as before?

Presentation

I will lead a class discussion on the moral of the story.
I will review all the key vocabulary and definitions from the unit.
I will guide students through the summary exercise on page 110.
I will discuss the 'Amazing Facts' about the Milky Way as a concluding space-themed review.
I will encourage students to share their 'Best Day Ever' stories.

Practice

* Students complete the story summary by filling in the blanks (friends, tablet, Wi-Fi, etc.).
* Students create a poster illustrating the moral of the story.
* Pair work: Students interview each other about their screen time habits.
* Role play: A talk show where Tarek is interviewed about his 'Offline Day'.
* Students match words to their opposites (e.g., lonely vs popular, bored vs excited).
* Students write a short paragraph about why real friends are better than tablets.
* Students solve a crossword puzzle with Unit 6 vocabulary.
* Students present their 'Best Day Ever' posters to the class.

Assessment

* Unit 6 final assessment: Vocabulary and comprehension.
* Writing task: Write 5 sentences about your favorite outdoor activity.
* Quick oral quiz: What color did the sky turn at sunset?
* Quick oral quiz: What is the moral of the story?

Evaluation

a- The lesson	The final lesson consolidated all the themes and vocabulary of the unit.
b- The student	Students showed a deep understanding of the story's message and were able to summarize it well.
c- The teacher	I provided a comprehensive review and

	encouraged students to apply the lesson to their own lives.
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English Lesson Plans

Primary 5 - Term 2

Review 2: Units 5 & 6

Prepared by:

Mr Sobhy Borda

Review 2 Lesson 1: Vocabulary and Story Comprehension

Quick Review

Lesson Information:

Unit	Lesson	Page	Title
5 & 6	Review 2 Lesson 1	106-108 (Primary5-Units5+6.pdf)	Vocabulary and Story Comprehension

Learning Objectives

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

- Review and reinforce key vocabulary from Units 5 and 6.
- Understand and identify story elements (characters, setting, problem, solution, ending, moral).
- Comprehend and analyze short stories, such as "Offline but Happy."
- Express opinions and provide advice based on story content.

New Vocabulary

Vocabulary	Example from the lesson
rode	Tarek rode his bike outside.
whispered	He whispered a secret to his friend.
bored	Tarek felt bored when the Wi-Fi stopped.
sidewalk	They played on the sidewalk.
called out	Tarek called out to his friends.
tablet	Tarek was excited to play on his tablet.
excited	He was excited to play his game.
breeze	A gentle breeze made the day pleasant.
chalk	They drew with chalk on the ground.

New Structures

Structure	Example
Sequencing words (First, Next, Then, After that, Finally)	First, Tarek was excited. Next, the Wi-Fi stopped.
Identifying Story Elements	The problem was that the Wi-Fi wasn't working.
Expressing Opinion	I think friends are more fun than screens.

Warm up and Revision

1. What is your favorite story? What is it about?
2. What do you like to do when you are bored?
3. What are some words that describe feelings?
4. How do you start a new hobby?

Presentation

- I will begin by asking students about their favorite stories and what makes a story interesting.
- I will introduce the story "Offline but Happy" and activate prior knowledge about hobbies and friendships.
- I will review key vocabulary words from the story, focusing on their meanings and how they are used in context.
- I will explain the concept of story elements (characters, setting, problem, solution, ending, moral) and how to identify them.
- I will guide students through the sequencing of events in the story and how to use sequencing words.

Practice

- **Activity 1: Story Sequencing:** Students will order events from the story "Offline but Happy."
- **Activity 2: True or False:** Students will read statements about the story and determine if they are true or false.
- **Activity 3: Vocabulary Matching:** Students will match vocabulary words from the story with their definitions.
- **Story Summary Completion:** Students will fill in the blanks to complete a summary of the story.
- **Identifying Story Elements:** Students will identify the main characters, setting, problem, solution, ending, and moral of the story.
- **Discussion:** Students will discuss why Tarek was happier playing with his friends than using his tablet.

Assessment

- **Observation:** I will assess students' participation in discussions and their ability to identify story elements.
- **Completion Task:** Students' performance on sequencing, true/false, matching, and summary completion tasks will be checked.

- **Quick oral quiz:** I will ask questions like: "Who is the main character in the story?" and "What was the problem in the story?"

Evaluation

- **a- The lesson:** The lesson effectively reviewed vocabulary and story comprehension skills. The activities were engaging and helped students analyze the story.
- **b- The student:** Most students demonstrated a good understanding of the story and could identify its key elements. Some needed more support in expressing their opinions clearly.
- **c- The teacher:** I provided clear instructions and facilitated the story analysis well. I should ensure to provide more opportunities for creative writing based on the story.

Review 2 Lesson 2: General Knowledge and Language Application

Quick Review

Lesson Information:

Unit	Lesson	Page	Title
5 & 6	Review 2 Lesson 2	109 (Primary5-Units5+6.pdf)	General Knowledge and Language Application

Learning Objectives

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

- Review and reinforce general knowledge related to animals, space, and other topics from Units 5 and 6.
- Apply vocabulary in context through fill-in-the-blanks exercises.
- Choose the correct definitions for key terms.
- Express opinions in written form.

New Vocabulary

Vocabulary	Example from the lesson
police dogs	Police dogs help find lost people.
scarab beetle	A scarab beetle is an insect.
donkey	Donkeys carry heavy loads.
astronaut	The first Egyptian female astronaut was amazing.
Milky Way	The Milky Way is our galaxy.
galaxy	A galaxy is a system of stars.
Saturn	Saturn has shiny rings around it.
rings	Saturn has beautiful rings.
Moon	We see the Moon in the sky at night.
Sun	The Sun gives light and is part of a galaxy.
pigeon	A pigeon carries letters between places.

New Structures

Structure	Example
Choosing Correct Definitions	What is a tablet? (a small flat computer)
Filling in Blanks	Saturn has shiny ____ around it. (rings)
Expressing Opinion in Writing	Write 4-5 sentences to share your opinion

	about the story.
General Knowledge Questions	What is the main job of police dogs?

Warm up and Revision

5. What is your favorite animal and why?
6. What do you know about space and planets?
7. Can you describe something you learned about jobs in the animal kingdom?
8. What are some interesting facts you remember from our last units?

Presentation

- I will start by engaging students with a quick quiz on general knowledge facts from Units 5 and 6.
- I will present key vocabulary related to animals, space, and jobs, ensuring students understand their definitions.
- I will explain how to approach multiple-choice questions for definitions and general knowledge.
- I will guide students through fill-in-the-blanks exercises, emphasizing context clues.
- I will discuss strategies for writing opinion sentences, encouraging clear and concise expression.

Practice

- **Activity 1: Choose the Correct Definition:** Students will select the best definition for given vocabulary words.
- **Activity 2: Multiple Choice General Knowledge:** Students will answer questions about animals, space, and other topics from the units.
- **Activity 3: Fill in the Blanks:** Students will complete sentences using words from a provided box.
- **Opinion Writing:** Students will write 4-5 sentences to share their opinion about a given topic (e.g., the story "Offline but Happy").
- **Pair work: Fact Sharing:** Students will share interesting facts they remember from Units 5 and 6 with their partners.
- **Role play:** Students will role-play an interview with an astronaut or an animal expert, asking and answering general knowledge questions.

Assessment

- **Observation:** I will assess students' participation in general knowledge discussions and their ability to express opinions.

- **Completion Task:** Students' performance on multiple-choice questions, fill-in-the-blanks, and definition tasks will be checked.
- **Quick oral quiz:** I will ask questions like: "What animal helps farmers by hunting pests?" and "Which planet has rings?"

Evaluation

- **a- The lesson:** The lesson effectively reviewed general knowledge and language application skills. The activities were varied and provided good practice for critical thinking.
- **b- The student:** Most students demonstrated a good understanding of the reviewed concepts and could apply vocabulary in context. Some needed more support in structuring their written opinions.
- **c- The teacher:** I provided clear explanations and a variety of exercises to reinforce learning. I should ensure to provide more opportunities for creative expression in writing tasks.

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

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امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة

