

Mr Sobhy Borda

Grade: 6th Primary

First Term

Unit 1: A Day in Egypt

Lesson 1: A Day in Egypt

Objectives:

- Identify daily activities in Egypt.
- Use present simple tense to describe routines.
- Practice pronunciation of /·r/ sound.

New Vocabulary:

- buy souvenirs
- make furniture
- play music
- walk to a museum
- visit ancient sites
- take photos

New Structures:

- People visit ancient sites.
- Carpenters make furniture.
- Does Maged take photos?

Warm-up and Revision:

- Ask: ·What do you know about Egypt?·
- Review places and activities using flashcards.

Presentation:

- Introduce vocabulary with images.
- Read the passage and highlight present simple usage.
- Model pronunciation of /·r/ sound.

Practice:

- Fill-in-the-blank exercises.
- Listening questions.
- Pronunciation drills.
- Pair work: ·What do people do in Egypt?·

Assessment:

- Write 3 sentences using new vocabulary.
- Match words to pictures.
- Circle correct verb forms.
- Answer comprehension questions.

Evaluation:

- Check vocabulary usage.
- Observe pronunciation.
- Review grammar accuracy.
- Give feedback.

The Lesson:

- Combines vocabulary, grammar, and pronunciation.
- Focuses on daily life in Egypt.

The Student:

- Engages in vocabulary and sentence practice.
- Participates in discussion and writing.

The Teacher:

- Guides vocabulary and grammar.
- Monitors progress and encourages interaction.

Lesson 2: The Beauty of Ras Mohamed

Objectives:

- Learn about Ras Mohamed National Park.
- Use present simple to describe nature and routines.
- Practice sentence structure and word order.

New Vocabulary:

- coral reefs
- snorkel
- protected
- mangrove
- sea turtles
- dolphins
- landscapes

New Structures:

- People snorkel and dive.
- Ras Mohamed is a protected area.
- Visitors learn about nature.

Warm-up and Revision:

- Ask: -Have you visited a national park?-
- Show pictures of Ras Mohamed and ask students to describe them.

Presentation:

- Read the text about Ras Mohamed.
- Highlight key vocabulary and structures.
- Discuss the importance of protecting nature.

Practice:

- True/False activity.
- Fill-in-the-blank using word bank.
- Answer comprehension questions.
- Rearranging words to form correct sentences.

Assessment:

- Students write about Ras Mohamed using learned vocabulary.
- Grammar exercises on present simple.
- Match informal/formal expressions.

Evaluation:

- Check understanding of nature vocabulary.
- Review sentence structure and grammar.
- Encourage creativity in writing.

The Lesson:

- Focuses on nature, protection, and daily activities.
- Integrates reading, grammar, and writing.

The Student:

- Practices reading and writing about nature.
- Engages in grammar and vocabulary tasks.

The Teacher:

- Facilitates reading and discussion.
- Guides grammar and writing practice.

Lesson 3: Around Egypt

Objectives:

- Learn about different villages in Egypt.
- Use vocabulary related to jobs and traditions.
- Practice matching and sentence completion.

New Vocabulary:

- accompany
- looms
- fishnet
- dye
- machines
- harvest
- fishermen
- spins

New Structures:

- Farmers harvest crops.
- Fishermen use nets.
- Grandmothers spin wool.

Warm-up and Revision:

- Ask: -Do you live in a village or city?-
- Discuss types of jobs in villages.

Presentation:

- Introduce vocabulary with definitions.
- Read about different villages and their activities.

Practice:

- Match words to definitions.
- Complete sentences using word bank.
- Listen and answer questions about village life.

Assessment:

- Students describe a village and its jobs.
- Vocabulary matching and sentence writing.
- Partner discussion: -Which village is most interesting?-

Evaluation:

- Check vocabulary understanding.
- Review sentence accuracy.
- Encourage speaking and sharing opinions.

The Lesson:

- Explores Egyptian villages and traditions.
- Builds vocabulary and sentence skills.

The Student:

- Learns about local culture.
- Practices vocabulary and speaking.

The Teacher:

- Guides reading and vocabulary.
- Encourages discussion and writing.

Lesson 4: A Day in My School

Objectives:

- Describe daily school routines.
- Write informal emails.
- Use present simple in context.

New Vocabulary:

- salute the flag
- national anthem
- school book
- playground
- spaghetti
- bird meat

New Structures:

- We salute the flag.
- I eat lunch at 1:30.
- Do you study in the afternoon?

Warm-up and Revision:

- Ask: -What do you do at school every day?-
- Review school-related vocabulary.

Presentation:

- Read Fady-s email about his school day.
- Highlight informal expressions and structure.

Practice:

- Put school routine in order.
- Match informal/formal expressions.
- Write an informal email to a friend.

Assessment:

- Students write about their school day.
- Identify parts of an email.
- Choose correct answers from multiple choice.

Evaluation:

- Check writing structure and vocabulary.
- Review grammar and email format.

The Lesson:

- Focuses on routines and informal writing.
- Combines reading, writing, and grammar.

The Student:

- Practices writing emails.
- Engages in vocabulary and grammar tasks.

The Teacher:

- Guides email writing.
- Reviews grammar and structure.

Lesson 5: Think and Create

Objectives:

- Create a poster about daily life in a governorate.
- Use vocabulary and grammar from previous lessons.
- Express ideas creatively.

New Vocabulary:

- cotton
- cement
- vegetables
- factories
- farms
- rice
- bread

New Structures:

- People wake up early.
- They grow crops.
- Families eat lunch together.

Warm-up and Revision:

- Ask: -What do people do in your city or village?-
- Review vocabulary from previous lessons.

Presentation:

- Explore daily life in Beni Suef using infographic.
- Discuss jobs and traditions.

Practice:

- Put poster parts in order.
- Design a poster about your governorate.
- Rate your poster using checklist.

Assessment:

- Students present their posters.
- Use vocabulary and grammar accurately.
- Peer review and feedback.

Evaluation:

- Check creativity and clarity.
- Review sentence structure and vocabulary use.

The Lesson:

- Encourages creativity and self-expression.
- Applies learned vocabulary and grammar.

The Student:

- Designs and presents a poster.
- Uses language in a real-world context.

The Teacher:

- Supports creativity and language use.
- Provides feedback and encouragement.

Unit 2: Our Nature

English Lesson Plans

Prepared by: Mr Sobhy Borda

Subject: English Language

Grade: 6th Primary

Date: September 2025



LESSON 1: CARING FOR PLANTS

Learning Objectives

- Listen to short texts to identify the main idea about plant care
- Identify specific details in a listening text about gardening
- Talk about how to grow plants step by step
- Use vocabulary related to plants and gardening
- Answer comprehension questions about plants, weather, and animal habitats in Egypt

New Vocabulary

- natural fertilizer - organic material that helps plants grow
- weeds - unwanted plants that grow in gardens
- hibiscus - a flowering plant with colorful blooms
- basil - an herb used in cooking
- pull out - to remove something by pulling
- water (verb) - to give water to plants
- plant (verb) - to put seeds or young plants in soil

New Structures

- Present simple for habitual actions: "Grandpa takes care of his plants every day"
- Imperative form for instructions: "Water the plants", "Pull out the weeds"
- Question formation: "What kind of herbs does Grandpa grow?"

Warm Up and Revision

- Show pictures of different plants and ask students to name them
- Review previous vocabulary about nature and the environment
- Discuss: "How do plants help people and the environment?"

Presentation

- Introduce new vocabulary using visual aids and real examples
- Present the dialogue between Laila and her grandpa about garden care
- Demonstrate plant care actions using gestures and real plants if available
- Explain the importance of taking care of plants and the environment

Practice

Listening Activities:

- Listen to the dialogue and answer comprehension questions
- Identify main ideas and specific details from the listening text
- Complete sentences using words from the vocabulary box

Speaking Activities:

- Describe pictures showing different plant care activities
- Role-play conversations about gardening
- Give step-by-step instructions for caring for plants

Reading and Writing:

- Read and choose correct answers from multiple choice questions
- Fill in blanks with appropriate vocabulary words
- Complete sentences about plant care and gardening

Assessment

- Formative Assessment: Monitor student participation during activities
- Listening Comprehension: Check answers to comprehension questions
- Vocabulary Usage: Assess correct use of new words in context
- Speaking Performance: Evaluate clarity and accuracy in oral activities

Evaluation

a) The Lesson:

- Content was engaging and relevant to students' lives
- Visual aids effectively supported vocabulary learning
- Activities provided adequate practice for all skills
- Time management allowed completion of planned activities

b) The Student:

- Demonstrated understanding of new vocabulary
- Participated actively in listening and speaking activities
- Showed improvement in pronunciation and fluency
- Successfully completed comprehension tasks

c) The Teacher:

- Provided clear explanations and examples
- Managed classroom activities effectively
- Gave appropriate feedback and correction
- Created a supportive learning environment

Grade 6 English Lesson Plan

Lesson 2

Unit 2: Our Nature

: HOW'S THE WEATHER IN YOUR CITY?

Teacher: Mr Sobhy Borda

Subject: English Language

Grade: 6th Primary

Date: September 2025

LESSON 2: HOW'S THE WEATHER IN YOUR CITY?

Learning Objectives

- Describe weather conditions in different places
- Read and understand an email about weather in Egypt
- Use weather-related vocabulary accurately
- Write sentences using the present continuous tense
- Answer questions about weather and its effects on daily activities

New Vocabulary

- windy – having strong wind
- rainy – having rain
- sunny – having bright sunlight
- warm – pleasantly hot
- hot – very warm temperature
- cold – low temperature
- cloudy – covered with clouds
- wet – covered with water
- shade – area protected from direct sunlight
- protect – to keep safe from harm

New Structures

Present Continuous Tense:

- Positive: "It is raining in Alexandria"
- Negative: "It is not sunny in Cairo"
- Questions: "What is the weather like today?"

Weather descriptions: "It's windy and rainy"

Cause and effect: "People stay indoors because it's cold"

Warm Up and Revision

- Review weather vocabulary from previous levels
- Ask students about today's weather
- Show weather symbols and elicit descriptions

Presentation

- Present the email text about weather in different Egyptian cities
- Introduce new vocabulary through pictures and real examples
- Demonstrate present continuous tense formation
- Explain how weather affects people's activities

Practice

- Reading Activities:
 - - Read the email and answer comprehension questions
 - - Identify true/false statements about weather conditions
 - - Find specific information about different cities
- Grammar Practice:
 - - Complete sentences using present continuous tense
 - - Transform statements into questions
 - - Practice negative forms of present continuous
- Speaking and Writing:
 - - Describe weather in students' own city
 - - Compare weather conditions in different places
 - - Write short paragraphs about weather effects on daily life

Assessment

- Reading Comprehension: Evaluate understanding of the email text
- Grammar Usage: Check correct formation of present continuous
- Vocabulary Application: Assess appropriate use of weather terms
- Communication Skills: Monitor ability to describe weather conditions

Evaluation

- a) The Lesson:
- Email format provided authentic reading material

- Grammar presentation was clear and systematic
- Activities progressed logically from controlled to free practice
- Content connected to students' real-life experiences

b) The Student:

- Grasped the concept of present continuous tense
- Used weather vocabulary appropriately in context
- Demonstrated good reading comprehension skills
- Participated enthusiastically in speaking activities

c) The Teacher:

- Provided effective scaffolding for grammar learning
- Used authentic materials to enhance engagement
- Balanced skill development across all areas
- Offered constructive feedback throughout the lesson

Unit 2: Our Nature

Lesson 3: THE WONDERFUL NILE RIVER

Prepared by: Mr Sobhy Borda
Subject: English Language
Grade: 6th Primary
Date: September 2025

Learning Objectives

- Read and understand a text about the Nile River
- Answer comprehension questions about the Nile's importance
- Identify main ideas and supporting details in a reading text
- Use vocabulary related to rivers, animals, and Egyptian geography
- Discuss the historical and modern importance of the Nile

New Vocabulary

- longest - having the greatest length
- flows - moves like water in a river
- desert - dry, sandy area with little water
- kingfisher - a colorful bird that catches fish
- crocodile - a large, dangerous water animal
- tilapia - a type of fish found in the Nile
- flooded - covered with water
- soil - earth where plants grow
- temples - religious buildings
- depend on - to need something

New Structures

- Superlative adjectives: "The Nile is the longest river"
- Present simple for facts: "The Nile flows through Egypt"
- Past simple for historical facts: "Ancient Egyptians built temples"
- Descriptive language: "Big fish like Nile perch and tilapia"

Warm Up and Revision

- Show a map of Egypt and locate the Nile River
- Discuss what students already know about the Nile
- Review vocabulary about rivers and water

Presentation

- Present the reading text with visual support
- Introduce new vocabulary using pictures and examples

- Discuss the Nile's geographical and historical importance
- Explain how rivers affect civilizations and daily life

Practice

Reading Activities:

- Read the text and identify main ideas
- Answer true/false questions about the Nile
- Complete sentences with information from the text
- Fill in blanks using vocabulary from the word box

Discussion Activities:

- Talk about the importance of rivers in Egypt
- Compare the Nile to other rivers students know
- Discuss how ancient and modern people use the Nile

Writing Activities:

- Write sentences about the Nile River
- Create fact cards about Nile animals
- Describe the river's importance to Egypt

Assessment

- Reading Comprehension: Check understanding through Q&A
- Vocabulary Mastery: Evaluate use of river-related terms
- Factual Knowledge: Assess learning about the Nile's significance
- Communication Skills: Monitor discussion participation

Evaluation

a) The Lesson:

- Content was informative and culturally relevant
- Visual aids enhanced comprehension of geographical concepts
- Activities catered to different learning styles
- Cross-curricular connections to geography and history

b) The Student:

- Showed genuine interest in learning about Egyptian heritage

- Demonstrated improved reading comprehension skills
- Used new vocabulary accurately in discussions
- Made connections between past and present

c) The Teacher:

- Effectively integrated cultural content with language learning
- Used multimedia resources to support understanding
- Facilitated meaningful discussions about local heritage
- Provided appropriate scaffolding for reading activities

Grade 6 English Lesson Plan

Unit 2: Our Nature

Lesson 4: UNFORGETTABLE TRIP TO WADI EL RAYAN

Teacher: Mr Sobhy Borda

Subject: English Language

Grade: 6th Primary

Date: September 2025

Lesson 4:

Learning Objectives

- Read and understand a narrative text about a school trip
- Identify story elements: characters, setting, events
- Write a short story about visiting a new place
- Use past simple tense in narrative writing
- Apply skimming strategies to get main ideas from texts

New Vocabulary

- unforgettable – impossible to forget; memorable
- organized – planned and arranged
- guide – person who shows others around
- waterfalls – water flowing down from high places
- palm trees – tall trees with large leaves at the top
- protects – keeps safe from harm
- rare – not common; hard to find
- skeletons – bone structures of dead animals
- fossil – remains of ancient life preserved in rock
- exhibit – display in a museum
- tucked – placed carefully in a hidden spot

New Structures

- Past Simple Tense: "We left school early", "We saw green farms"
- Time sequencing: "Last Thursday", "On the way", "After lunch"
- Descriptive narrative: "The guide showed us the lakes and waterfalls"
- Story conclusion: "That trip was full of nature, history, and fun"

Warm Up and Revision

- Ask students about their experiences with school trips
- Review past simple tense formation
- Discuss different types of natural places in Egypt

Presentation

- Introduce the narrative text about Wadi El Rayan trip
- Present new vocabulary with visual support
- Demonstrate skimming technique for reading comprehension
- Explain elements of story writing

Practice

Reading Activities:

- Skim the text to identify main ideas
- Read carefully and answer detailed questions
- Identify story elements: who, when, where, what happened

Writing Activities:

- Follow the writing checklist to plan a story
- Write a 40-50 word story about visiting a new place
- Use past simple tense and time sequencers
- Include interesting details and a proper ending

Speaking Activities:

- Retell the story of the Wadi El Rayan trip
- Share personal experiences about visiting new places
- Present written stories to the class

Assessment

- Reading Skills: Evaluate skimming and detailed comprehension
- Writing Quality: Assess story structure and language use
- Grammar Usage: Check correct past simple formation
- Creativity: Recognize original and engaging story content

Evaluation

a) The Lesson:

- Narrative text provided engaging authentic material
- Writing process was well-structured with clear guidelines
- Reading strategies were explicitly taught and practiced
- Content promoted appreciation for Egyptian natural sites

b) The Student:

- Developed effective reading strategies for comprehension
- Showed creativity in story writing activities
- Used past simple tense accurately in context
- Demonstrated growing confidence in extended writing

c) The Teacher:

- Provided clear scaffolding for writing process
- Balanced reading and writing skill development

- Used authentic materials to enhance cultural awareness
- Gave constructive feedback on student writing

6th Grade English Lesson Plan

Unit 2: Our Nature

Lesson 5: THINK AND CREATE

Prepared by: Mr Sobhy Borda

Subject: English Language

Grade: 6th Primary

Date: September 2025

LESSON 5: THINK AND CREATE

Learning Objectives

- Create a fact card about an Egyptian animal or plant
- Research and present information about local wildlife
- Use descriptive language to explain animal characteristics
- Collaborate effectively in creative projects
- Apply learned vocabulary in a creative context

New Vocabulary

Review and apply vocabulary from previous lessons:

- Animals: camel, crocodile, kingfisher, etc.
- Plants: palm trees, herbs, etc.
- Descriptive words: dangerous, rare, special
- Habitat words: desert, river, sea

New Structures

- Descriptive sentences: "The camel lives in the desert"
- Factual statements: "It eats plants and can survive without water"
- Comparative structures: "It is more dangerous than other animals"
- Present simple for facts: "Crocodiles live in the Nile"

Warm Up and Revision

- Review animals and plants from previous lessons
- Discuss Egyptian wildlife that students know
- Show examples of fact cards or information cards

Presentation

- Demonstrate the step-by-step process for creating fact cards
- Show examples of well-designed information cards
- Explain research methods for finding facts about animals/plants
- Present criteria for effective presentations

Practice

Research and Creation:

- Choose one Egyptian animal or plant

- Find or create visual representation (drawing, photo, magazine cutout)
- Research and write three key facts:
 - - Where does it live?
 - - What's the weather like there?
 - - What's one special thing about it?

Design and Presentation:

- Create colorful, attractive fact cards
- Organize information clearly and logically
- Prepare to share with classmates
- Practice presentation skills

Assessment and Sharing:

- Present fact cards to the class
- Ask and answer questions about different animals/plants
- Display completed cards for classroom exhibition

Assessment

- Research Skills: Evaluate accuracy of factual information
- Creativity: Assess visual design and presentation quality
- Language Use: Check appropriate vocabulary and grammar
- Presentation Skills: Monitor clarity and confidence in sharing

Evaluation

a) The Lesson:

- Project-based approach promoted active engagement
- Creative element motivated student participation
- Cross-curricular connections to science and geography
- Collaborative learning enhanced social skills

b) The Student:

- Demonstrated research and information-gathering skills
- Applied learned vocabulary in creative context
- Showed pride in completed projects
- Developed presentation and communication skills

c) The Teacher:

- Facilitated student-centered learning effectively
- Provided appropriate guidance without limiting creativity
- Created opportunities for peer learning and sharing
- Successfully integrated multiple skills in one project

Unit 3: Community Builders
Grade 6 English
Prepared by: Mr Sobhy Borda

Lesson 1: Jobs That Help The Community

Unit: Unit 3 - Community Builders | Page: 37

📖 Lesson Type

Vocabulary & Listening

✓ Learning Objectives

- Students will identify and describe features of different jobs needed in the community
- Students will follow conversations about helping the community and discuss community service
- Students will recognize the importance of various professions in building strong communities
- Students will expand vocabulary related to community jobs and occupations

★ New Vocabulary

- paramedic - A medical professional who provides emergency care
- architect - A person who designs buildings
- water resources engineer - A professional who manages water systems and resources
- mechanic - A person who fixes vehicles and machines
- tailor - A person who makes and repairs clothes
- delivery person - Someone who brings food or packages to places
- street cleaner - A worker who keeps streets clean
- traffic officer - Someone who helps people cross the road safely
- community - A group of people who live or work together in the same place
- research - To look for information to learn more about something
- vehicles - Things that people use to travel, like cars, buses, and bikes
- emergency - A sudden situation that needs quick help
- brave - Not afraid to do difficult or scary things
- control - To make something happen or stop

► New Structures

No specific grammar structures introduced in this lesson - Focus is on vocabulary acquisition and listening comprehension skills

✳️ Warm Up and Revision (5 minutes)

Activity 1: Think and Answer

Ask students: "What jobs do you think communities will need in the future?"

Encourage students to share their ideas and predictions

Write their suggestions on the board

Discuss why these jobs might be important

Activity 2: Quick Discussion

Ask: "Who helps you in your community?"

Students share examples: doctors, teachers, shop owners, etc.

Create a mind map on the board with "Community Helpers" in the center

✳️ Presentation (15 minutes)

Step 1: Introduce Vocabulary (Page 37)

Show images of different community jobs and introduce each profession:

Paramedic - "A paramedic helps sick or injured people in emergencies"

Architect - "An architect designs buildings and houses"

Water resources engineer - "This engineer makes sure we have clean water"

Mechanic - "A mechanic fixes cars and vehicles"

Tailor - "A tailor makes and repairs clothes"

Delivery person - "A delivery person brings food and packages to people"

Street cleaner - "A street cleaner helps keep our city beautiful"

Traffic officer - "A traffic officer helps people cross the road safely"

Step 2: Vocabulary Matching Exercise

Present the matching activity from page 37:

Match the words with their meanings:

community → d. a group of people who live or work together in the same place

research → a. to look for information to learn more about something

vehicles → c. things that people use to travel, like cars, buses, and bikes

emergency → f. a sudden situation that needs quick help

brave → b. not afraid to do difficult or scary things

control → e. to make something happen or stop

Step 3: Listening Preparation

Prepare students for the listening activity:

Explain they will hear Omar, Youssef, and Salma talking about community jobs

Preview the questions they need to answer

Teach them to listen for key information

🕒 Practice (20 minutes)

Activity 1: Listen to the Conversation (Page 38)

First Listening: Students listen without writing

Second Listening: Students answer these questions:

Why do all the students think these jobs are important?

Who is doing research about jobs that help the community?

Why does Youssef want to be a mechanic?

How do paramedics help people?

Activity 2: Multiple Choice Questions (Page 38)

What is Omar doing at the beginning of the conversation?

Answer: c) Doing research about jobs that help the community

What kind of job does Youssef want to do?

Answer: c) Mechanic

Why does Youssef want to be a mechanic?

Answer: a) He likes helping people in emergencies

What job does Omar want to do?

Answer: b) Water resources engineer

What do water resources engineers do?

Answer: c) Provide clean water

What job does Salma say she wants to do?

Answer: a) Paramedic

Why is the job of a paramedic important?

Answer: b) They help people in emergencies

Activity 3: Completion Exercises (Page 39)

Look and Complete:

architect

paramedic

tailor

mechanic

Read and Choose:

A street cleaner/delivery person brings food, or packages to places.

Water resources doctors / engineers make sure people get clean water.

Mechanics fix vehicles / computers.

The traffic officer helps people make / cross the road.

Read and Complete:

The tailor fixed my old dress.

Adam is doing research for school.

Yesterday, I saw a paramedic helping people in an emergency.

Street cleaners help keep the city beautiful.

Every job is important and matters.

Activity 4: Class Discussion (Page 39)

Discuss with classmates:

What other jobs do you think are important?

What do you do to help your community?

Assessment

Formative Assessment During Lesson:

Monitor student participation during warm-up discussion

Check comprehension during listening activities

Observe accuracy in vocabulary matching and completion exercises

Evaluate pronunciation when students repeat new words

Summative Assessment:

Written completion of exercises on pages 37-39

Accuracy in matching vocabulary to definitions

Correct answers to listening comprehension questions

Participation in class discussion about community helpers

Assessment Criteria:

90-100%: Excellent understanding of vocabulary and can discuss community jobs fluently

75-89%: Good grasp of most vocabulary and can answer most questions correctly

60-74%: Basic understanding but needs more practice with some vocabulary

Below 60%: Requires additional support and review

Evaluation

a. The Lesson:

The lesson successfully introduced 8 different community jobs

Visual aids and real-life examples helped students understand job roles

Listening activity provided authentic language practice

Vocabulary exercises reinforced new words effectively

Discussion activities encouraged student engagement

Areas for Improvement:

Could add more interactive activities like role-play

May need additional time for listening practice

Consider adding a video about community helpers

b. The Student:

Students showed interest in learning about different professions

Most students actively participated in discussions

Some students needed support with pronunciation of longer words (architect, paramedic)

Students enjoyed the matching and completion activities

Discussion revealed students have good understanding of community helpers

Areas for Student Development:

Some students need more confidence in speaking

Encourage students to use new vocabulary in sentences

Practice listening skills with varied audio materials

c. The Teacher:

Effectively introduced vocabulary using visuals and examples

Managed time well across different activities

Provided clear instructions for each task

Encouraged student participation through questions

Monitored student understanding throughout the lesson

Areas for Teacher Development:

Could incorporate more technology (videos, interactive games)

Develop more differentiated activities for mixed-ability classes

Create additional resources for struggling learners

Lesson 2: Let's Help Our Community

Unit 3

- Community Builders | Page: 40

📖 Lesson Type

Speaking & Grammar

✓ Learning Objectives

- Students will identify community problems and suggest solutions
- Students will practice using "can/can't" and "able to" to talk about ability and permission
- Students will develop problem-solving skills related to community issues
- Students will work collaboratively to find creative solutions to local problems
- Students will practice speaking about environmental and community issues

★ New Vocabulary

Word

Meaning

waste

Something you throw away because you don't need it

pollution

Harmful substances that damage the environment

poster

A large picture or notice used to give information

solution

An answer to a problem

problem

A difficult situation that needs to be solved

environment

The natural world around us

recycle

To use something again instead of throwing it away

reduce

To make something smaller or less

garbage

Rubbish or trash

protect

To keep safe from harm

►New Structures

Using can/can't to talk about ability:

I can bring some garbage bags

We can't cross the road safely in the morning

Can they do the research? - Yes, they can

Using "be able to" to show ability:

She is able to speak with the traffic officer

My sister is able to ride a bike

They are able to answer all the questions

Note:

Use "can/can't" followed by the infinitive form of the verb

Use "verb to be (am/is/are) + able to + (infinitive form of the verb)"

*Warm Up and Revision (5 minutes)

Activity 1: Picture Analysis (Page 40)

Show students the picture of polluted water

Ask: "What problem do you see in this picture?"

Elicit responses: dirty water, pollution, garbage in water

Ask: "What can you do to solve this problem?"

Students brainstorm solutions

Activity 2: Quick Review

Review jobs from Lesson 1

Ask: "Which community helper could help with environmental problems?"

Connect previous lesson to today's topic

✦ Presentation (15 minutes)

Step 1: Introduce Community Problems

Discuss common community problems:

Water pollution

Traffic problems near schools

Lack of parks or recreational areas

Waste management issues

Unsafe streets

Step 2: Grammar Introduction - can/can't

Present the structure:

"Can/can't" + base form of verb

Examples from the lesson:

✓ I can play football outside ✓ She's able to speak English very well ✓ Can they clean the room today? - Yes, they can ✓ She can't walk to school (not able to) ✓ They are able to answer all the questions

Step 3: Practice Pronunciation

Model pronunciation of "can" /kæn/ vs "can't" /kɑ:nt/

Students repeat chorally and individually

Practice stress patterns in sentences

⊗ Practice (20 minutes)

Activity 1: Listen and Choose (Page 40)

Students listen to a conversation and choose correct answers:

The traffic near the school is noisy and dangerous.

Answer: c) noisy

Let's ask our teacher to let us make posters to hang around the park.

Answer: a) posters

When we all help, things get better.

Answer: b) help

I think we should make signs that say "Drive slowly."

Answer: d) slowly

We should walk or fly bikes.

Answer: b) fly (Note: This should be "ride" - possible textbook error)

Activity 2: Think and Discuss (Page 40)

Work with classmates to find solutions:

What can we do to stop wasting water?

Turn off taps when not using

Fix leaking pipes

Use water wisely

Collect rainwater

What does Hady suggest students could do instead of using cars?

Walk to school

Ride bikes

Use public transportation

Carpool with friends

What other problems do you see around you? What can you do to help solve them?

Students share local issues and solutions

Activity 3: Language in Use (Page 41)

Put the words in the correct order:

play / I / outside / can / football

I can play football outside.

speak / well / She's / English / able to / very

She's able to speak English very well.

clean / room / Can / the / today / they?

Can they clean the room today?

able to / They / sing / are / beautifully

They are able to sing beautifully.

Write the correct form:

She can't (not can) walk to school.

I am able (able) run fast.

Can't (Can't) they do the research? - Yes, they can.

Assessment

Formative Assessment:

Monitor pronunciation of "can/can't"

Check understanding of problem-solution relationships

Observe group discussion participation

Evaluate correct use of "able to" structure

Summative Assessment:

Completion of grammar exercises with 80% accuracy

Ability to suggest appropriate solutions to community problems

Correct formation of sentences using can/can't and able to

Quality of participation in problem-solving discussions

Speaking Assessment Rubric:

Fluency: Can speak about problems and solutions with minimal hesitation

Accuracy: Uses can/can't and able to correctly

Content: Provides relevant and creative solutions

Participation: Actively engages in group discussions

Evaluation

a. The Lesson:

Successfully connected grammar to real-world issues

Problem-solving activities engaged students effectively

Listening exercises provided authentic practice

Grammar presentation was clear and included sufficient examples

Visual support (polluted water image) created strong discussion starter

Strengths:

Integration of environmental education with language learning

Practical application of modal verbs

Student-centered discussion activities

Areas for Improvement:

Could add more varied practice activities for grammar

Consider including a community project component

May need additional listening practice materials

b. The Student:

Students showed enthusiasm for discussing community problems

Most students understood the difference between can/can't

Some confusion with "able to" structure - needs more practice

Students generated creative solutions to problems

Good collaboration during group discussions

Student Achievements:

Identified multiple community problems

Used target language in meaningful contexts

Demonstrated critical thinking about solutions

Areas for Student Development:

Practice pronunciation distinction between can/can't

Build confidence using "able to" in speech

Expand vocabulary related to environmental issues

c. The Teacher:

Effectively linked grammar to authentic communication

Created opportunities for meaningful interaction

Managed mixed-ability classroom well

Provided clear models and examples

Encouraged critical thinking about community issues

Teacher Reflections:

Grammar explanation could include more controlled practice before free practice

Consider adding a mini-project for students to present solutions

Develop additional resources for visual learners

Plan follow-up lesson to reinforce "able to" structure

Next Steps:

Review can/can't and able to in next lesson

Assign homework: write about a community problem and solution

Prepare materials for Lesson 3 (The Proud Rose)

Lesson 3: The Proud Rose

Unit: Unit 3 - Community Builders | Page: 42-44

📖 Lesson Type

Reading & Comprehension (Fictional Story)

✓ Learning Objectives

- Students will identify key vocabulary in a fictional story
- Students will identify the moral and characters of the story
- Students will recognize story elements: characters, setting, problem, solution
- Students will understand the importance of kindness and not judging by appearances
- Students will develop reading comprehension skills through a moral tale

★ New Vocabulary

Word

Meaning

thorns

Sharp points that grow on the stem or branch of a plant to protect it

petals

The soft, colorful parts of a flower that surround its center

peck

To hit or pick up something with a beak, like a bird does

unpleasant

When something is not nice and makes you feel unhappy or uncomfortable

creature

A living thing (animal or plant)

bright

Having vivid, strong colors

weak

Not strong; lacking power or energy

embarrassed

Feeling ashamed or uncomfortable

refreshed

Feeling fresh and energized again

moral

The lesson or message we learn from a story

►New Structures

No new grammar structures - Focus is on reading comprehension and identifying story elements

✳Warm Up and Revision (5 minutes)

Activity 1: Look at the Picture (Page 42)

Show the image of athletes/players

Ask: "What can you see in the picture?"

Ask: "How do you feel about it?"

Discuss teamwork, winning, pride vs. humility

Activity 2: Personal Connection

Ask: "Have you ever helped someone in need? What did you do?"

Students share personal experiences

Connect to today's story theme

✳Presentation (15 minutes)

Step 1: Pre-Reading Vocabulary (Page 42)

Introduce and explain new words with visuals:

Thorns - Show image of thorns on plants

"Thorns are sharp points that protect plants"

Petals - Show image of flower petals

"Petals are the soft, colorful parts of flowers"

Peck - Demonstrate bird pecking motion

"Birds peck with their beaks to get food"

Unpleasant - Give examples

"Bad smells are unpleasant"

Activity: Read, look, and number (Page 42)

Students match images to vocabulary:

Bird pecking (peck)

Plant with thorns (thorns)

Garbage/unpleasant scene (unpleasant)

Flower with petals (petals)

Step 2: Story Elements Introduction

Introduce the "Tip" box concept:

Moral = the lesson or message we learn from a story

It teaches us right from wrong

Helps us think about how we should act

Step 3: Reading Strategy

Explain students will read a story about a proud rose and a cactus

They should think about:

What happens to each character?

What lesson does the story teach?

How do the characters change?

🕒 Practice (25 minutes)

Activity 1: First Reading (Page 43) - Read and Answer

The Proud Rose Story Summary:

Once upon a time, in a dry desert, there lived a beautiful rose with red petals. She was very proud and believed she was the most special plant. Growing next to her was an old, rough cactus covered in sharp thorns.

The rose didn't like the cactus and thought he was unpleasant to look at. She made fun of him every day, but the cactus never said anything mean back.

Seasons passed, and summer became very hot. The sun shone brightly, and the desert grew even drier. The rose became weak and thirsty. Her petals became dry. One day, she saw a small bird peck at the cactus and drink water from inside. The rose was surprised and feeling embarrassed, she spoke to the cactus.

"I'm sorry for how I treated you," she said. "I didn't know you were so strong and helpful. Could you please give me some water?"

The kind cactus smiled and shared his water with the rose. Slowly, the rose came back to life. From that day on, she never judged anyone by how they looked again.

Comprehension Questions (Page 44):

What happened to the rose in the summer?

Answer: The rose became weak, thirsty, and her petals became dry

How did the rose feel about how the cactus looked?

Answer: She thought he was unpleasant to look at and made fun of him

What did the cactus do for the rose when she asked for help?

Answer: The kind cactus shared his water with her

What did the bird do to get water?

Answer: The bird pecked at the cactus and drank water from inside

Activity 2: True or False (Page 44)

The kind cactus shared his stored water with the rose. (T)

At the beginning, the rose liked the cactus. (F)

The rose didn't say sorry to the cactus. (F)

The bird drank some water from inside the rose. (F)

The cactus and the rose became friends. (T)

Activity 3: Summary Completion (Page 44)

Complete using words from the box: said sorry - soft - rose - cactus - water - dry - proud

In a (1) dry desert, there lived a (2) rose with (3) soft red petals. She was very (4) proud and often made fun of the rough (5) cactus covered in sharp thorns. During a very hot summer, the desert became even drier, and the rose became weak and thirsty. One day, she saw a bird drink (6) water from inside the cactus. Feeling sorry, she (7) said sorry, and the kind cactus shared his water with her, and they became good friends.

Activity 4: Group Discussion (Page 44)

Discuss in groups:

What is the moral of the story?

Possible answers:

Don't judge people by their appearance

Be kind to everyone

Pride comes before a fall

We all need each other

Kindness is more important than beauty

If you were the cactus, what would you have done? Why?

Students share their opinions

Discuss forgiveness and kindness

Talk about helping those who haven't been kind to us

Assessment

Reading Comprehension Assessment:

Answer comprehension questions with 80% accuracy

Correctly identify True/False statements

Complete story summary accurately

Participate in moral discussion meaningfully

Assessment Criteria:

Literal Comprehension (40%):

Can identify main events in the story

Remembers key details about characters

Understands the sequence of events

Inferential Comprehension (30%):

Identifies the moral/lesson of the story

Understands character feelings and motivations

Makes connections between actions and consequences

Critical Thinking (30%):

Can discuss alternative actions

Relates story to real-life situations

Expresses personal opinions with reasoning

Evaluation

a. The Lesson:

Story effectively taught moral lesson about kindness and not judging others

Pre-reading vocabulary activities prepared students well

Reading comprehension activities were appropriately leveled

Summary completion reinforced key story elements

Discussion questions encouraged critical thinking

Lesson Strengths:

Engaging story with clear moral message

Good balance of activities (reading, writing, speaking)

Visual support aided comprehension

Story connects to unit theme of community and helping others

Areas for Improvement:

Could add a creative writing extension (rewrite ending)

Consider adding a dramatic reading or role-play activity

May need more vocabulary practice activities

Could include comparison with similar stories from different cultures

b. The Student:

Students enjoyed the story and engaged with the moral lesson

Most students successfully identified main story elements

Good participation in discussion about the moral

Some students needed support with vocabulary (thorns, petals, peck)

Students made personal connections to the story's message

Student Achievements:

Demonstrated good reading comprehension

Identified cause and effect relationships

Expressed empathy for characters

Connected story theme to real-life experiences

Areas for Student Development:

Practice retelling stories in their own words

Develop ability to infer character emotions

Expand descriptive vocabulary

Build confidence in expressing opinions about stories

c. The Teacher:

Effectively used pre-reading strategies to prepare students

Asked probing questions to check understanding

Encouraged students to relate story to their own experiences

Managed whole-class and group discussions well

Provided appropriate support for struggling readers

Teacher Reflections:

Pre-teaching vocabulary was very effective

Could have used more visual aids during reading

Group discussion time could be extended

Consider adding a follow-up writing activity

Plan to connect this story's moral to next lesson activities

Next Steps:

Review story vocabulary in next lesson

Connect story's moral to community helping activities

Prepare for Lesson 4 (Biography writing)

Create extension activities for advanced learners

Lesson 4: A Biography of an Egyptian Hero - Dr. Mostafa El-Sayed

Unit: Unit 3 - Community Builders | Page: 46-47

📖 Lesson Type

Reading & Writing (Biography)

✓ Learning Objectives

- Students will recognize elements and specific details in a biography
- Students will identify key information about Dr. Mostafa El-Sayed's life and achievements
- Students will understand the structure and features of biographical writing
- Students will write a biography of a famous Egyptian person (60-70 words)
- Students will learn about Egyptian scientists and their contributions

★ New Vocabulary

Word

Meaning

brilliant

Very smart and talented

scientist

A person who studies science and does research

research

Careful study to discover new information

discovery

Finding or learning something new

nanoscience

The study of very tiny things - much smaller than a human hair

nanoparticles

Extremely small particles (gold particles mentioned in text)

cancer

A serious disease that doctors try to detect and treat

achievement

Something important that someone has accomplished

award

A prize given to someone for doing something excellent

expert

Someone who knows a lot about a particular subject

impact

The effect or influence something has

►New Structures

Biography Writing Structure:

Start with key facts (name, what they did, when/where born)

Tell about their early life

Say what they did (accomplishments/career)

Use the correct time order

Add fun facts

End with their impact

Time Order Words:

First, Then, After that, Later, Finally

In 1933, Before, After

*Warm Up and Revision (5 minutes)

Activity: Think and Answer (Page 46)

Ask: "Who's your favorite famous Egyptian person?"

Students share their choices

Discuss why these people are famous

List Egyptian heroes on the board:

Scientists, athletes, artists, leaders, inventors

Quick Discussion:

What makes someone a hero?

How do people help their communities and country?

✦Presentation (15 minutes)

Step 1: Introduce Dr. Mostafa El-Sayed

Show image and basic information:

Dr. Mostafa El-Sayed: Science With a Golden Touch

Born in Egypt in 1933

Brilliant Egyptian scientist

Expert in chemistry and nanoscience

Source of pride for Egypt

Step 2: Reading the Biography (Page 46)

Dr. Mostafa El-Sayed: Science With a Golden Touch

Dr. Mostafa El-Sayed is a brilliant Egyptian scientist! He was born in Egypt in 1933 and had a great love for learning from a young age. He studied at Ain Shams University in Cairo before going to the United States to continue his scientific research.

Dr. El-Sayed became a global expert in chemistry and nanoscience. Nanoscience is the study of very tiny things - much smaller than a human hair. One of his most important discoveries is called El-Sayed's Rule, a scientific idea that was named after him.

One of his biggest achievements is his work with tiny gold particles. He found out how these "gold nanoparticles" can be used to help doctors detect and treat some types of cancer.

Because of his important discoveries, Dr. El-Sayed has received many major awards, including the U.S. National Medal of Science. He's a true hero of science and a source of pride for Egypt!

Step 3: Biography Structure (Page 47)

Teach the "Tip" box - Tips for writing a biography:

Start with key facts (name, what they're known for)

Tell about their early life (birth, childhood, education)

Say what they did (career, achievements)

Use the correct time order (chronological)

Add fun facts (interesting details)

End with their impact (why they're important)

🕒 Practice (25 minutes)

Activity 1: Read and Answer (Page 47)

Comprehension Questions:

Where was Mostafa El-Sayed born?

Answer: He was born in Egypt

What did Dr. El-Sayed become an expert in?

Answer: He became an expert in chemistry and nanoscience

How could El-Sayed help doctors detect and treat some types of cancer?

Answer: He found out how gold nanoparticles can be used to help doctors detect and treat cancer

Why do you think Egypt is proud of Dr. El-Sayed?

Answer: Because he made important scientific discoveries that help people around the world; he received major awards; he represents Egyptian excellence in science

Activity 2: Sequencing Exercise (Page 47)

Read and put sentences in correct order (1-4):

A. He became an expert in chemistry and nanoscience. (3)

B. Mostafa El-Sayed is a brilliant Egyptian scientist! (1)

C. He found out tiny gold particles can help doctors fight cancer. (4)

D. He studied in Egypt and then in the United States. (2)

Correct Order:

Mostafa El-Sayed is a brilliant Egyptian scientist!

He studied in Egypt and then in the United States.

He became an expert in chemistry and nanoscience.

He found out tiny gold particles can help doctors fight cancer.

Activity 3: Biography Writing Task (Page 47)

Write a biography (60-70 words) about your favorite famous Egyptian person

Writing Steps:

Planning Stage:

Choose a famous Egyptian person

Research basic information:

Full name

Birth date and place

What they're famous for

Major achievements

Why they're important

Suggested Famous Egyptians:

Mohamed Salah (footballer)

Naguib Mahfouz (writer)

Umm Kulthum (singer)

Ahmed Zewail (scientist)

Huda Shaarawi (activist)

Mohamed ElBaradei (diplomat)

Writing Structure Guide:

Paragraph 1: Introduction

Name and what they're famous for

When and where they were born

Paragraph 2: Achievements

What they did

Major accomplishments

Impact on Egypt/world

Paragraph 3: Conclusion

Why they're important

Their legacy

Model Biography:

Ahmed Zewail: The Father of Femtochemistry

Ahmed Zewail was a brilliant Egyptian scientist born in 1946. He studied chemistry and became a professor in the United States. Dr. Zewail won the Nobel Prize in Chemistry in 1999 for his work in femtochemistry. He studied chemical reactions

using very fast laser technology. He was the first Arab scientist to win a Nobel Prize in science. Dr. Zewail was very proud of his Egyptian heritage and worked to improve science education in Egypt. He is a true inspiration for young scientists.

(Word count: 87 words)

Assessment

Reading Comprehension Assessment:

Answer questions about Dr. El-Sayed correctly (80% accuracy)

Correctly sequence biography events

Identify key information from the text

Writing Assessment Criteria:

Content (40%):

Includes key biographical information

Information is accurate and relevant

Achieves word count (60-70 words)

Organization (30%):

Follows biographical structure

Information in logical time order

Has clear beginning, middle, end

Language Use (20%):

Uses appropriate vocabulary

Sentences are clear and complete

Uses past tense correctly

Mechanics (10%):

Correct spelling

Proper punctuation

Good handwriting/presentation

Writing Rubric:

Excellent (90-100%):

All required information included

Perfect chronological order

Varied sentence structures

No spelling/grammar errors

Good (75-89%):

Most required information included

Generally correct order

Some sentence variety

Minor spelling/grammar errors

**Satisf

Primary 6

Unit 4: Resources Around Us

English Lesson Plans — Grade 6 Primary

Prepared by: **Mr. Sobhy Borda**

[📄 Unit 4: Resources Around Us](#)

Unit 4 | Lesson 1: Egypt: Past and Present | Pages: 55–57

Learning Objectives

- Identify key facts about ancient Egyptian materials in short texts
- Follow conversations about real-life topics related to Egyptian history
- Identify specific information using context clues and key vocabulary
- Identify long and short /u:/ and /ʊ/ sounds
- Differentiate between natural and man-made resources in informational text
- Answer WH-questions based on reading comprehension
- Talk about materials used in ancient Egypt
- Share ideas with a partner about Egyptian resources

New Vocabulary

- granite — a hard gray stone used in construction
- colored stones — decorative stones with various colors
- gold — a precious yellow metal
- clay — soft material made from earth, used to make pots
- papyrus — ancient Egyptian writing material made from plants
- bricks — rectangular blocks used for building
- temple — a building for religious worship
- amulet — a small object worn for protection or good luck
- material — something used to make things
- ancient — very old; from a long time ago
- modern — from recent times; not old
- decorate — to make something look nice or beautiful
- wrapped — covered something by putting material or cloth around it
- survive — to continue to exist for a long time

New Structures

- Descriptive language: “It is a soft material which contains tiny particles of grain”
- Past simple tense: “Ancient Egyptians used it to make pots”
- Present simple for facts: “In Picture (1), it is clay”

Warm Up and Revision

Activity: Think and Answer Discussion

- Display images of ancient Egyptian artifacts (pyramids, temples, jewelry)
- Ask students: “Do you think ancient materials are still useful today? Why or why not?”
- Elicit responses and write key words on the board
- Connect their prior knowledge about Egypt to today's topic
- Time: 5 minutes

Presentation

Step 1: Vocabulary Introduction (8 minutes)

- Show images of the eight materials from page 55: granite, colored stones, gold, clay, papyrus, bricks, temple, amulet
- Use real objects or high-quality pictures
- Model pronunciation of each word; have students repeat chorally and individually
- Explain each word's meaning in simple English
- Show how ancient Egyptians used each material

Step 2: Listening Activity (7 minutes)

- Play audio for “Listen, look, and repeat” activity
- Students listen and point to each material; play again for repetition
- Check pronunciation, especially “papyrus” and “amulet”

Step 3: Reading — Matching Exercise (Page 56) (10 minutes)

- Pre-teach key vocabulary: material, survive, ancient, decorate, wrapped, modern
- Students read definitions (a–f) silently and match 1–6
- Model the first matching example; check answers as a class
- Answers:
- material → c (something used to make things)
- survive → f (to continue to exist for a long time)
- ancient → a (very old; from a long time ago)
- decorate → e (to make something look nice or beautiful)
- wrapped → d (covered something by putting material or cloth around it)
- modern → b (from recent times; not old)

Practice

Activity 1: Comprehension Questions (10 minutes)

- Students read the three questions on page 56; scan the text to find answers; answer in complete sentences
- Expected Answers:
- What materials did the Ancient Egyptians use? → They used linen, stones, granite, gold, clay, papyrus, and colored stones.
- Where did Nour see a picture of a papyrus scroll? → She saw it at a museum / in a museum.
- Why did the Ancient Egyptians use linen in hot weather? → Because it was light and cool / because linen is a light fabric suitable for hot weather.

Activity 2: Fill in the Blanks (Page 57) (8 minutes)

- Review the word bank: linen, stones, temples, papyrus, granite
- Read each sentence aloud; students complete; check answers together
- Answers:
- Ancient Egyptians used linen to wrap mummies.
- We use colored stones to make beautiful jewelry.
- Ancient Egyptians carved huge statues from granite.
- In Egypt, we have many temples that we can visit.
- The Ancient Egyptians used papyrus to write on.

Activity 3: Partner Work — Describing Pictures (7 minutes)

- Students work in pairs; read the example (Picture 1: clay pot); describe Picture 2 (gold) and Picture 3 (colored stones)
- Model answers:
- Picture 2: It is gold. It is a precious yellow metal. Ancient Egyptians used it to make jewelry for kings and queens.
- Picture 3: They are colored stones. They are beautiful stones in different colors. Ancient Egyptians used them to make jewelry and decorate temples.

✓ Assessment

- Formative Assessment: monitor participation, matching completion, pair work, written answers, pronunciation
- Check understanding:
- Can you name three materials ancient Egyptians used?
- What is the difference between ancient and modern?
- How did ancient Egyptians use papyrus?

📋 Evaluation

a. The Lesson:

- Were the learning objectives achieved?
- Was the timing appropriate for each activity?
- Were materials and resources effective?
- Did students engage with the topic?
- What would I change for next time?

b. The Student:

- Could students identify key vocabulary?
- Were students able to answer comprehension questions?
- Did students participate in pair work activities?
- Can students differentiate between natural and man-made materials?
- Did students demonstrate understanding of ancient Egyptian materials?

c. The Teacher:

- Did I give clear instructions?
- Did I manage classroom time effectively?
- Did I provide sufficient support for struggling students?
- Did I check for understanding throughout the lesson?
- Was my pronunciation modeling clear?

Unit 4 | Lesson 2: Let's Use Energy Wisely! | Pages: 58–59

Learning Objectives

- Identify key facts about energy and electricity in Egypt
- Discuss ways to save energy at home, school, and in the streets
- Express opinions and give advice using modal verbs (must, mustn't, should, shouldn't)
- Read and understand an informational text about energy conservation
- Answer comprehension questions about the text
- Talk about different types of energy used in Egypt
- Work in groups to discuss and role-play energy-saving scenarios

New Vocabulary

- energy — power that makes things work
- electricity — a type of energy used for lights and machines
- solar power — energy from the sun
- solar panels — equipment that collects energy from the sun
- pollute — to make something dirty or unsafe, especially air, water, or land
- pollution — when the air, water, or land becomes dirty and harmful
- climate — the usual weather in a place over a long time
- climate change — changes in Earth's weather patterns
- protect — to keep safe from harm
- save — to use less of something; to keep for future use
- waste — to use something carelessly or unnecessarily
- harm — to hurt or damage
- charge — to put electricity into a device like a phone
- fuel — material like oil or gas used to produce energy
- device — a piece of equipment or a tool

New Structures (Modal Verbs)

- must + infinitive (obligation/strong necessity)
- mustn't + infinitive (prohibition)
- should + infinitive (advice/recommendation)
- shouldn't + infinitive (advice against something)
- Examples: 'We must use it wisely.' / 'We should save energy.' / 'You mustn't throw rubbish on the ground.' / 'You shouldn't waste water.'

Warm Up and Revision

Pre-reading Activity (5 minutes)

- Show image of electrical devices at home
- Ask: "Why is it important to save energy at home, school, and in the streets?"
- Brainstorm as a class; write ideas on the board (save money, help environment, protect Earth, reduce pollution)

Presentation

Step 1: Vocabulary Pre-teaching (8 minutes)

- Introduce key vocabulary using visuals (solar panels, polluted air, climate change effects)
- Drill pronunciation; check understanding with simple questions: “What gives us energy?”, “What is pollution?”, “How can we protect the Earth?”

Step 2: Reading the Text (12 minutes)

- Students read the title: 'Let's Use Energy Wisely!'
- Pre-teach: endless, wisely, harm, fuel, climate change
- Reading cycle: silent → teacher read-aloud → pair reading
- Main idea: Energy is limited; we should use clean energy and save energy daily
- Key Points:
- Egypt uses electricity, gas, and solar power
- Energy is not endless
- Solar and wind energy are clean and don't pollute
- Egypt has lots of sunshine — good for solar panels
- Oil and gas harm the Earth
- We should turn off lights, close fridge quickly, use right size pots
- Walking or biking saves energy
- Climate change affects animals
- Small actions make a big difference

Step 3: Vocabulary Exercise (Page 59) (7 minutes)

- Read words in bold from the text; students complete definitions 1–3
- Answers:
- To make something dirty or unsafe, especially the air, water, or land — pollute
- Caring for something so you don't make mistakes or cause harm — careful (note: not “carefully”)
- The usual weather in a place over a long time — climate

Practice

Activity 1: Multiple Choice Questions (8 minutes)

- 1) We use _____ to get energy from the sun. → d) solar panels ✓
- 2) Gases from cars and buses can _____ the air. → a) pollute ✓
- 3) Don't _____ water when you brush your teeth. → c) waste ✓
- 4) We must _____ the Earth from pollution. → b) protect ✓

Activity 2: Reading Comprehension Questions (10 minutes)

- 1) What types of energy do people use in Egypt? → People in Egypt use electricity, gas, and solar power.
- 2) Why should we turn off lights and fans when we don't need them? → To save energy because energy is not endless / to save money and help the planet.
- 3) How can walking or riding a bike help save energy? → It saves fuel (reduces pollution) and keeps us healthy.

Activity 3: Group Discussion and Role-play (10 minutes)

- Groups of 3–4; prompt: 'What would you say to a friend who doesn't turn off the lights or TV? How can you help them save energy?'
- Model dialogue provided; groups practice and perform; teacher assists with language

✓ Assessment

- Check vocab definitions, monitor comprehension answers, observe discussions and role-plays, assess use of modal verbs
- Quick check:
- Name two types of clean energy
- What does “pollute” mean?
- Give one way to save energy at home
- Make a sentence with “should” about saving energy

📋 Evaluation

a. The Lesson:

- Did students understand the importance of energy conservation?
- Were the reading activities appropriately challenging?
- Did the group work engage all students?
- Was sufficient time allocated for each activity?
- Were the modal verbs clearly presented and practiced?

b. The Student:

- Could students identify key information from the text?
- Did students correctly use vocabulary in context?
- Were students able to answer comprehension questions?
- Did students participate in group discussions?
- Could students use modal verbs appropriately?
- Did students demonstrate critical thinking about environmental issues?

c. The Teacher:

- Did I pre-teach vocabulary effectively?
- Did I provide enough scaffolding for reading comprehension?
- Did I monitor group work and provide feedback?
- Did I create a supportive environment for speaking practice?
- Was my explanation of modal verbs clear?
- Did I connect the topic to students' real-life experiences?

Unit 4 | Lesson 2 (Continued): Language in Use — Modal Verbs | Pages: 60–61

Learning Objectives

- Understand and use modal verbs: must, mustn't, should, shouldn't
- Differentiate between obligation (must) and advice (should)
- Form correct sentences with modal verbs + infinitive
- Apply modal verbs in real-life contexts about rules and recommendations
- Complete sentences using appropriate modal verbs
- Write original sentences using must, mustn't, should, shouldn't
- Give advice to friends using modal verbs

Key Terms

- must — expressing strong obligation or necessity
- mustn't — expressing prohibition (not allowed)
- should — expressing advice or recommendation
- shouldn't — expressing advice against doing something
- infinitive — the base form of a verb

Grammar Focus: Modal Verbs

1) Must: must + infinitive — rules/very important

- Example: You must turn off the lights to save energy.
- More: Students must wear uniforms; We must be quiet in the library; You must do your homework.

2) Mustn't: must + not + infinitive — not allowed

- Example: You mustn't throw rubbish on the ground.
- More: You mustn't talk during the exam; We mustn't waste electricity; You mustn't be late.

3) Should: should + infinitive — advice/good idea

- Example: You should walk to school if it's close.
- More: You should study every day; We should help our parents; You should drink water.

4) Shouldn't: should + not + infinitive — not a good idea

- Example: You shouldn't waste water when washing your hands.
- More: You shouldn't stay up late; We shouldn't forget our books; You shouldn't eat too many sweets.

Must vs Should (Comparison)

- Must/Mustn't → Rules, very important, obligation (e.g., You must wear a seatbelt)
- Should/Shouldn't → Advice, good idea, recommendation (e.g., You should exercise)

Practice

Activity 1: Complete Sentences with must/mustn't (8 minutes) — Page 61

- You mustn't cross the street when the light is red.
- We must wear a uniform at school.

- You mustn't touch electrical wires.
- You must listen to the teacher carefully.

Activity 2: Write Sentences Using must&mustn't (10 minutes)

- Model: We must keep our classroom clean.
- Students write four sentences (two with 'must', two with 'mustn't') about their classroom.
- Model answers: We must raise our hands before speaking; We must respect our classmates; We mustn't eat in the classroom; We mustn't write on the desks.

Activity 3: Give Advice Using should/shouldn't (10 minutes)

- Q1: Your friend is feeling sad. → You should talk to them and try to help / spend time with them.
- Q2: Your brother leaves the lights on all night. → He shouldn't waste electricity / should turn off the lights before sleeping.
- Q3: Your friend has a lot of homework. → She should start early / organize her time / shouldn't leave it late.

✓ Assessment

- Check sentence completion, monitor use of must vs should, review student-generated sentences, listen to pair conversations
- Assessment questions:
- When do we use “must”? (For rules and strong obligations)
- What's the difference between “must” and “should”? (Must is stronger — rules; should is advice)
- Give me a sentence with “mustn't”
- Give advice to someone who wastes water

Exit Ticket

- One sentence with “must”
- One sentence with “should” about school or home rules

📖 Evaluation

a. The Lesson:

- Was the grammar explanation clear and accessible?
- Did students understand the difference between must and should?
- Were there enough practice opportunities?
- Was the progression from controlled to freer practice appropriate?
- Did activities relate to students' real lives?

b. The Student:

- Could students form correct sentences with modal verbs?
- Did students understand when to use each modal verb?
- Were students able to differentiate between rules and advice?
- Could students apply grammar in meaningful contexts?
- Did students participate in speaking activities?
- Were students able to give appropriate advice?

c. The Teacher:

- Did I explain the grammar clearly with sufficient examples?
- Did I use visual aids effectively (charts, color-coding)?
- Did I provide enough controlled practice before freer activities?
- Did I correct errors appropriately without discouraging students?
- Did I check for understanding throughout the lesson?
- Did I relate grammar to real-life situations?

Unit 4 | Lesson 3: Gifts from Under the Ground | Pages: 62–63

Learning Objectives

- Identify valuable things that come from under the ground (minerals)
- Read and understand an informational text about Egypt's natural resources
- Identify specific information about minerals: oil, rocks, natural gas, gold, and iron
- Answer true/false and comprehension questions about the text
- Match minerals with their uses
- Discuss which minerals are most important for daily life
- Express opinions about using natural resources
- Write 3–4 sentences about a chosen mineral

New Vocabulary

- minerals — valuable things found under the ground
- valuable — worth a lot of money; very important
- oil — a black liquid found underground, used for fuel and making products
- rocks — hard solid materials from the Earth
- natural gas — gas found underground, used for cooking and heating
- gold — a beautiful, yellow, shiny metal
- iron — a strong metal used to make steel
- jewelry — decorative items like rings, necklaces, bracelets
- metal — a hard, shiny material like iron, gold, or silver
- steel — a very strong metal made from iron
- Western Desert — the desert area west of the Nile in Egypt
- Eastern Desert — the desert area east of the Nile in Egypt
- Sinai — the peninsula in northeast Egypt
- deep — far down below the surface
- especially — particularly; more than anything else
- develop — to grow and become better or stronger

New Structures

- Present simple for facts: “Egypt has many valuable things”
- Passive voice: “We call these things minerals”
- Relative clauses: “minerals which help plants grow”
- Purpose expressions: “used to make...” / “used for...”

Warm Up and Revision

Activity: Look and Read (5 minutes)

- Display images of gold bars, iron/steel, rocks; ask: “What are these things? Where do they come from?”
- Introduce: “These come from under the ground.” Discuss uses; collect ideas on the board.

Presentation

Step 1: Pre-reading Vocabulary (8 minutes)

- Show images with labels: minerals, oil, rocks, natural gas, gold, iron

- Drill pronunciation; show real-life uses: oil (cars, electricity), natural gas (cooking, heating), gold (jewelry), iron (buildings, cars)
- Teach locations: Western Desert, Eastern Desert, Sinai

Step 2: Reading the Text (15 minutes)

- Read the heading: “Gifts from Under the Ground”. Why “gifts”? (They are valuable and help us)
- Reading cycle: teacher read-aloud → silent → pair reading
- Key Information:
- Egypt has minerals: oil, rocks, metals
- We find oil deep underground in Western Desert and Sinai (oil is a black liquid); Egypt sells it to other countries
- Egypt has natural gas for cooking, heating, and electricity
- Gold is yellow and shiny — Ancient Egyptians made jewelry; Egypt still finds gold in Eastern Desert
- Egypt has iron in Eastern Desert — iron is strong; we use iron to make steel for buildings and cars
- Soil contains minerals that help plants grow
- Natural resources help Egypt grow and develop

Step 3: Vocabulary Check (5 minutes)

- Where do we find oil in Egypt? (Western Desert, Sinai — deep underground)
- What color is gold? (Yellow, shiny)
- What do we make from iron? (Steel for buildings/cars)

Practice

Activity 1: True or False (Page 63) (8 minutes)

- Oil is found in the air. (F — Oil is found underground)
- Egypt sells oil to other countries. (T)
- Natural gas helps heat food. (T)
- The Ancient Egyptians made jewelry from natural gas. (F — They made it from gold)
- Natural resources help plants grow better. (T)
- Steel is used for cars and buildings. (T)

Activity 2: Answer Questions (10 minutes)

- What do we call the valuable things under the ground in Egypt? → We call them minerals.
- Where do we find oil in Egypt? → Deep underground in the Western Desert and Sinai.
- How is the soil in Egypt? → Rich; it contains different kinds of minerals.
- Why are natural resources important for Egypt? → They help Egypt grow and develop; bring money; build a strong future.

Activity 3: Match Minerals with Uses (8 minutes)

- Oil → making cars go
- Natural gas → cooking and heating homes
- Gold → making jewelry
- Iron → making steel for buildings

Activity 4: Talk About It (Pair Work) (8 minutes)

- Q1: Which mineral is most important for daily life? Why? (Model: natural gas for daily cooking/heating; oil for transport)
- Q2: Imagine you are an Ancient Egyptian. What would you do with gold? (Model: jewelry for the pharaoh; temple decorations)

✓ Assessment

- Check True/False; review written answers; monitor pair discussions; observe matching; listen to opinions
- Quick questions: Name three minerals; Where do we find gold?; What is oil used for?; What can we make from iron?

📌 Evaluation

a. The Lesson:

- Did students understand minerals and natural resources?
- Was the text level appropriate?
- Were visuals helpful?
- Did pair work engage students?
- Variety of activities?
- Connection to prior knowledge about Egypt?

b. The Student:

- Identify different minerals?
- Locate specific information?
- Answer T/F correctly?
- Explain resource importance?
- Match minerals with uses?
- Participate in pair discussions?
- Express opinions with reasons?

c. The Teacher:

- Pre-teach vocabulary effectively?
- Use multiple readings?
- Check comprehension throughout?
- Facilitate pair work?
- Encourage critical thinking (economy&development)?
- Provide enough wait time?

Learning Objectives

- Write 3–4 sentences about a chosen mineral
- Describe what a mineral is, where it comes from, and what people use it for
- Use appropriate descriptive language and present simple tense
- Organize information clearly in writing
- Share written work with classmates

Key Vocabulary Review

- oil, natural gas, gold, iron, rocks
- valuable, important, useful, necessary
- underground, deep, Western Desert, Eastern Desert

Writing Structure

- What it is (definition/description)
- Where it comes from (location)
- What people use it for (purpose/uses)
- Useful starters: “[Mineral] is...”, “It comes from...”, “We find it in...”, “People use it to...”, “It is used for...”, “This mineral is important because...”

Warm Up and Revision

- Review the four main minerals and their uses; quick oral Q&A; build a mind map on the board
- Time: 5 minutes

Presentation

Step 1: Analyze the Writing Task (5 minutes)

- Choose ONE mineral
- Write 3–4 sentences
- Include: what it is; where it comes from; what people use it for

Step 2: Model Writing (10 minutes)

- Model Paragraph (Gold): “Gold is a beautiful, yellow, shiny metal. It is very valuable and has been important since ancient times. We find gold in the Eastern Desert of Egypt. People use gold to make jewelry for kings and queens. Today, Egypt still finds gold and uses it to make beautiful necklaces, rings, and bracelets. This mineral is important because it brings money to Egypt.”
- Count sentences together; identify: what it is / where from / uses

Step 3: Planning (5 minutes)

- Writing plan template:
- My mineral: _____
- What it is: _____
- Where it comes from: _____
- What people use it for: _____

📝 Practice — Independent Writing (15 minutes)

- Write independently; teacher circulates and assists
- Reminders: complete sentences, punctuation, spelling, include all three elements (3–4 sentences)
- Sample Answers:
- Oil: “Oil is a black liquid found deep under the ground. Egypt has lots of oil in the Western Desert and Sinai. We use oil to make cars and buses work. Egypt sells oil to other countries, and this brings money. Oil is very important for transportation and electricity.”
- Natural Gas: “Natural gas is a type of fuel that comes from underground. It is found in Egypt and is very useful. People use natural gas for cooking food and heating their homes. We also use it to make electricity for lights and TVs. Natural gas helps us in our daily life.”
- Iron: “Iron is a strong metal found in the Eastern Desert. It is very important for building things. We use iron to make steel, which is even stronger. People use steel to build big buildings and cars. This mineral helps Egypt develop and grow.”
- Gold: “Gold is a precious yellow metal that shines beautifully. Ancient Egyptians used gold to make jewelry for kings and queens. We still find gold in the Eastern Desert today. People use gold to make beautiful jewelry like necklaces, bracelets, and rings. Gold is valuable and important for Egypt's economy.”

✅ Assessment — Writing Criteria

- Content: Includes all three required elements
- Organization: Logical order of ideas
- Language: Uses lesson vocabulary appropriately
- Grammar: Sentences are grammatically correct
- Mechanics: Spelling and punctuation are correct

📝 Peer Sharing (5 minutes)

- Exchange papers with a partner
- Identify: the mineral chosen; where it comes from; what it's used for
- Give positive feedback

📝📝 Teacher Assessment

- Collect student work for review and feedback

Learning Objectives

- Encourage creative thinking through a project-based activity (Fact File).
- Review and consolidate vocabulary and grammar from Unit 4.
- Apply knowledge about Egypt's resources by creating a fact file about the High Dam.
- Practice modal verbs (must, mustn't, should, shouldn't) in meaningful contexts.

New Vocabulary

- High Dam — a huge wall across the Nile that stores water and produces electricity
- flood — too much water covering the land
- drought — a long period with little or no rain
- reservoir — a large lake for storing water
- irrigation — bringing water to fields for farming
- electricity — energy that powers lights and machines
- turbine — a machine that turns to make electricity
- prevent — to stop something from happening
- provide — to give or supply
- across — from one side to the other

New Structures

- Past Simple for facts: 'Egyptians built the High Dam between 1960 and 1970.'
- Question forms: What / Why / When / How (e.g., 'Why did Egyptians build it?')
- Imperatives for steps: 'Write the title.', 'Add facts.', 'Check your spelling.'
- Modal verbs for rules/advice: must, mustn't, should, shouldn't

Warm Up

- Show a picture of the High Dam in Aswan. Ask: Why is it important for Egypt?
- Elicit ideas: irrigation, electricity, stopping floods, water storage.

Presentation

The High Dam — Key Facts

- What is the High Dam? → A huge wall that crosses the Nile in Aswan; it stops flooding and stores water.
- Why did Egyptians build it? → To solve flooding and drought, provide clean electricity, and help farmers grow more crops.
- When did Egyptians build it? → Construction 1960–1970; finished in 1970.
- How does it help people? → Irrigation for farming; electricity for homes, schools, hospitals; protects cities from floods; ensures water all year.

Practice

Activity 1: Think and Create — Make a Fact File (Project)

- 1) Title: 'The High Dam'
- 2) Ask questions: What? Why? When? How does it help?
- 3) Find 3–5 key facts (location, dates, reasons, benefits).

- 4) Write short, clear sentences (Present/Past Simple).
- 5) Add a picture or small drawing and clear sub-headings.
- 6) Check spelling, grammar, and neat handwriting.

Activity 2: Quick Review — Look and Write (Vocabulary)

- Identify the pictures and write the words:
- clay, gold, papyrus, colored stones, granite, amulet

Activity 3: Quick Review — Modal Verbs (Grammar)

- Complete with: must / mustn't / should / shouldn't
- 1) You _____ turn off the lights when you leave the room. → must
- 2) We _____ waste water when brushing our teeth. → shouldn't
- 3) People _____ recycle plastic bottles to protect the environment. → should
- 4) You _____ throw rubbish in the street. → mustn't
- 5) Students _____ study for their exams. → must
- 6) We _____ be quiet in the library. → must
- 7) You _____ eat too much junk food. → shouldn't
- 8) We _____ help keep our school clean. → should

✓ Assessment

- Monitor participation and collaboration during the Fact File project.
- Check accurate use of vocabulary and modal verbs in Quick Review.
- Quick check: Name two benefits of the High Dam; Give one sentence with “mustn't”.

📄 Evaluation

a. The Lesson:

- Were objectives achieved and creativity encouraged?
- Was timing appropriate for project and review activities?

b. The Student:

- Did students apply vocabulary and grammar correctly?
- Did they produce a clear, organized Fact File?

c. The Teacher:

- Was guidance clear and supportive?
- Did I provide feedback and celebrate good work?

Primary six

Unit 5: Made in Egypt

English Lesson Plans

Prepared by: Mr Sobhy Borda

Primary six

📖 Lesson 1: A Trip Through Time — Pages: 70-72

✔ Learning Objectives

- Talk about important places and projects in Egypt
- Recognize specific information about Egyptian places and projects
- Use past simple in affirmative and negative forms in meaningful sentences
- Identify travel vocabulary (passport, luggage, souvenir, brochure, exhibition, travel plan, information desk, guided tour)
- Differentiate between the final sounds /d/, /t/, and /ɪd/ in regular past simple verbs

📖 New Vocabulary

- passport: A document you need to travel to another country
- luggage: Bags and suitcases you take when traveling
- souvenir: Something you buy to remember a trip
- brochure: A small book or magazine with information
- exhibition: A display of special items in a museum
- travel plan: A schedule with times and places for your trip
- information desk: A place where you can get help and information
- guided tour: A visit with a guide who explains things
- fly: To travel by plane
- pack: To put clothes in suitcases
- book: To reserve a hotel room or ticket
- board: To get on a plane or train

📖 New Structures

- Past Simple affirmative: Subject + past form of verb
- Example: She baked a delicious cake yesterday
- Example: We entered the museum, took photos, and bought souvenirs
- Past Simple negative: Subject + did not (didn't) + infinitive form of verb
- Example: Noha didn't clean the house last night
- Past Simple questions: Did + subject + main verb?
- Example: Did you travel last summer? - Yes, I did

📖 Warm up and Revision

- Show an image of Tutankhamun's mask and ask: 'Where do you think this mask is located?'
- Ask: 'Have you visited any museums in Egypt? Which ones?'
- Discuss experiences with traveling and tourist places
- Review previously learned vocabulary about Egypt and tourism

Presentation

- Introduce the Grand Egyptian Museum (p.71): location, architecture, importance.
- Present travel vocabulary with visuals (p.70): passport, luggage, souvenir, brochure, exhibition, travel plan, information desk, guided tour.
- Introduce travel verbs (fly, pack, book, board) with pictures/actions and examples (“I’d like to book a hotel room, please.” / “They will fly to Aswan next year.”).
- Teach Past Simple: formation (regular -ed/-d/-ied), irregulars (go→went, eat→ate, buy→bought); negatives with didn’t + infinitive; questions with Did + subject + verb?
- Pronunciation focus: -ed endings /t/ (after p,k,f,s,ch,sh), /d/ (after vowels/voiced), /ɪd/ (after t or d).

Practice

- Ex1 (p.70): Complete words for passport, brochure, guided tour.
- Ex2 (p.70): Multiple choice: 1.c souvenir; 2.b exhibition; 3.a travel plan; 4.b information desk.
- Ex3 (p.70): fly/pack/book/board → 1 book; 2 fly; 3 board; 4 pack.
- Listening (p.71): Why do tourists visit Egypt?
- Listening comprehension (p.71): Questions about the Grand Egyptian Museum.
- Reading (p.71): Read and check (✓) the correct sentences.
- Pronunciation (p.78): Sort verbs by /t/, /d/, /ɪd/; identify -ed verbs in a paragraph; speak aloud.

Assessment

- Use of travel vocabulary in sentences
- Listening comprehension (oral/written)
- Past Simple accuracy (speaking/writing)
- Correct -ed pronunciation
- Participation in pair work/role-play

★Evaluation

- Lesson: Engaging introduction to travel vocabulary and Past Simple using Egyptian museums/tourism.
- Student: Can use travel vocabulary, understand listening texts, form Past Simple sentences, and pronounce -ed endings.
- Teacher: Used visuals/audio well, clear grammar explanations, monitored progress, provided controlled and freer practice.

📖 Lesson 2: A Dream Comes True — Pages: 73-74

✔ Learning Objectives

- Describe visits to museums or tourist places in Egypt
- Recognize Egypt's modern and historical projects
- Distinguish between facts and opinions in texts
- Identify specific information in a reading text
- Write an opinion paragraph with reasons and examples

📖 New Vocabulary

- sea: Large body of salt water
- beach: Sandy area by the sea
- cable car: A vehicle that hangs from cables and travels up mountains
- mountain: A very high hill
- plateau: A high flat area of land
- smart cities: Modern cities with clean air and clean beaches
- luxury: Very comfortable and expensive (luxury hotels)
- water park: A place with swimming pools and water games
- peaceful: Quiet and calm
- vision: A plan for smart, sustainable cities for the future
- sustainable: Can continue for a long time without harming the environment
- overcrowded: Too many people in one place
- center: A place for education and science
- moving: Going from one place to another

📖 New Structures

- Past Simple review (completed actions): It was built between 2018 and 2019; The area was empty, but now it is full of life.
- Opinion expressions: I think... / In my opinion... / I believe... (e.g., I think Al Galala City is amazing).
- Facts vs. Opinions: Facts can be proven (The park opened in November 2019). Opinions express feelings (I think Benban Solar Park is very important).

📖 Warm up and Revision

- Display pictures of Al Galala City (p.73).
- Ask: What do you see? Would you like to visit? Why?
- Brainstorm: What makes a city special or modern?
- Review Past Simple verbs; quick vocabulary check (passport, souvenir, exhibition).

📄 Presentation

- Introduce Al Galala City: new modern city in Egypt; built on Al Galala Plateau near Ain Sokhna.
- Present vocabulary: plateau, smart cities, luxury, peaceful, sustainable, overcrowded (with examples).
- Read the text “Al Galala: Egypt’s City Above The Clouds”: teacher models, students follow; then students take turns reading.
- Highlight key facts: location; plan started in 2015; purpose to reduce crowding; features: luxury hotels, beaches, water park, cable car, education center; government plans for homes, parks, transport.
- Teach facts vs. opinions using examples from the text; model opinion paragraph structure (opening → reasons → examples → conclusion).

📄 Practice

- Label (p.73): sea; beach; cable car; mountain.
- Comprehension (p.73): How is Al Galala a wonder? (luxury hotels, beaches, water park, cable car views, education center; part of sustainable vision).
- Locate info (p.74): (3) what students study; (1) when built; (2) past look; (3) government plan.
- True/False (p.74): 1 False (near Red Sea); 2 True; 3 True; 4 False.
- Vocab completion (p.74): overcrowded; center; moving; sustainable.
- Questions (p.74): 2015 start; activities—beach/water park/cable car/views; past empty vs now full of life.

📄 Assessment

- Reading comprehension checks
- Fact vs opinion identification
- Opinion paragraph structure and support
- Vocabulary in context
- Info-location skills

★Evaluation

- Lesson: Connected development projects with language learning; taught fact vs opinion clearly.
- Student: Extracts details, distinguishes facts/opinions, writes supported opinions, uses vocabulary.
- Teacher: Integrated reading, critical thinking, writing; used authentic Egyptian content.

📖 Lesson 3: The Bundle of Sticks — Pages: 76-77

✔ Learning Objectives

- Express opinions about modern cities and clean energy
- Identify story elements (beginning, middle, end, characters, setting, moral)
- Understand the moral lesson of traditional stories
- Use vocabulary related to unity and strength
- Recognize regular and irregular Past Simple verbs in story context

📖 New Vocabulary

- argue: To give reasons for or against something; to disagree
- bundle: A group of things tied together
- strength: Being strong; power
- wisdom: Using your knowledge to make good decisions
- unite: To come together
- farmer/fisherman/fighter: Occupations
- worried/excited/happy: Feelings and emotions
- easy/hard/soft: Difficulty levels
- work together/fight/work alone: Cooperation vs conflict

📖 New Structures

- Past Simple in narrative: The father was a farmer. The old man was very worried about his sons. The sons could not break the bundle.
- Moral statement: The moral of the story is to work together.
- Sequencing language: First..., Then..., After that..., Finally...

📖 Warm up and Revision

- Show a bundle of sticks image (p.76).
- Ask: Easier to break alone or together? Why?
- Discuss importance of working together.
- Brainstorm proverbs about unity; quick Past Simple review.

📖 Presentation

- Pre-teach vocabulary by matching words to meanings (argue=c, bundle=d, strength=a, wisdom=e, unite=b).
- Teach story elements (p.76): setting (small Nile village, long ago), middle (sons argued; no cooperation), characters (old man + three sons), moral (work together), end (sons learned), beginning (bundle demonstration).
- Reading tip: Feel what the character feels; reflect on your own feelings.
- Introduce the story and preview the moral.

□ Practice

- Listening (p.77): Why does the old man use the bundle? (To teach unity = strength).
- Circle correct words: 1 farmer; 2 worried; 3 hard; 4 work together.
- Sequence events (1–5): (2) show bundle; (3) break single sticks; (1) cannot break bundle; (5) sons learned and worked together; (4) father asked them to stop fighting.
- Comprehension: Where did he live? (small village near the Nile). What did they argue about? (work, cooperation). Was he wise? (Yes—clever demonstration).
- Organize story: Beginning/Middle/End/Characters/Setting as modeled.

▣ Assessment

- Label story elements; sequence events; identify moral; retell using Past Simple; analyze emotions.

★Evaluation

- Lesson: Blended language and values through storytelling.
- Student: Identifies elements, understands unity message, sequences correctly, connects to life.
- Teacher: Clear framework, engaging narrative, moral linked to teamwork.

📖 Lesson 4: Egypt Goes Green — Pages: 79-80

✔ Learning Objectives

- Express opinions about modern cities and clean energy
- Recognize Egypt's modern and historical projects (Benban Solar Park)
- Distinguish between facts and opinions in texts
- Write an opinion paragraph with reasons and examples
- Understand features of opinion writing

📖 New Vocabulary

- energy: Power that makes things work
- solar energy: Power from the sun
- ideal: Perfect for something
- solar station: A place that collects energy from the sun
- solar panels: Equipment that collects sunlight and turns it into electricity
- expensive fuel: Costly oil or gas
- protects the environment: Keeps nature safe and clean
- reduces pollution: Makes less dirt in the air
- thousands: A very large number (1000s)
- engineers: People who design and build things
- builders: Workers who construct buildings
- training: Learning new skills
- local communities: People living in nearby villages
- smart: Clever and intelligent
- valuable: Very important and useful
- proud: Feeling happy about an achievement

📖 New Structures

- Opinion starters: I think..., In my opinion..., I believe..., From my point of view..., Personally, I think...
- Support your opinion: because..., for example..., such as..., therefore..., so...
- Opinion paragraph shape: Opening → 2–3 reasons → examples → conclusion

📖 Warm up and Revision

- Discuss renewable energy and solar power in Egypt; show a photo of solar panels and elicit advantages.
- Review opinion starters and linking words.

📖 Presentation

- Introduce Benban Solar Park (conceptually) and why sunny areas are ideal for solar energy.

- Teach vocabulary (solar panels, engineers, reduces pollution, protects the environment, local communities).
- Model an opinion paragraph about clean energy using the target structure.

□ Practice

- Reading: Short informational paragraph—highlight facts vs opinions.
- Vocabulary: Match terms; complete sentences using target words.
- Writing: Draft an opinion paragraph—“Why is solar energy important for Egypt?” using 2–3 reasons and examples.
- Peer feedback: Swap and suggest one improvement.

🔍 Assessment

- Identify facts/opinions correctly; evaluate opinion writing (opinion, reasons, examples, conclusion); check accurate vocabulary use.

★Evaluation

- Lesson: Raised awareness about clean energy and sustainability via opinion writing.
- Student: Expressed opinions with reasons and examples; used vocabulary accurately.
- Teacher: Provided scaffolding and linked language to real projects.

Primary 6

Unit Five lesson 5

Lesson 5: Think and Create

Pages: 81 - Display Board Project

Learning Objectives

- Create a display board about an object in the Grand Egyptian Museum
- Use past simple in affirmative and negative forms in project
- Apply research and presentation skills
- Demonstrate understanding of ancient Egyptian artifacts
- Present information clearly with visuals and text

New Vocabulary

- alabaster: A type of white or light-colored stone
- chalice: A cup or goblet used in ceremonies
- handles: Parts you hold to carry something
- King Tutankhamun's tomb: The burial place of the famous pharaoh
- funeral rituals: Ceremonies for someone who has died
- symbol: Something that represents an idea
- eternal life: Living forever
- beauty: Being attractive or lovely
- afterlife: Life after death (ancient Egyptian belief)
- display board: A poster showing information with pictures and text

New Structures

- Past Simple passive: It was found in King Tutankhamun's tomb, It was used in special ceremonies

- Descriptive sentences: This chalice is made of alabaster, It looks like a white lotus flower

- Information organization: Title at top, Picture/drawing in center, Paragraph with facts below

Warm up and Revision

- Review the Grand Egyptian Museum from Lesson 1

- Ask: What objects can you see in museums?

- Show the Lotus Chalice example on page 81

- Discuss: Why do museums display ancient objects? What can we learn from them?

Presentation

1. Look at the example: Lotus Chalice display board (page 81)

2. Read the example text: Description of Lotus Chalice

3. Teach the steps to make a display board: Add picture, Write paragraph, Write title

4. Project guidelines: Choose object, Research info, Find/draw picture, Write sentences, Make colorful

Practice

1. Check understanding: What makes a good display board?

2. Guided practice: Students choose an object, research info, make notes

3. Create display board: Draw/paste picture, Write title, Write paragraph, Decorate

4. Example topics: King Tutankhamun's mask, Canopic jars, Jewelry, Statues

5. Presentation: Students present their display boards to class

Assessment

- Display board evaluation: Title, Picture, Paragraph, Accurate info, Neatness, Creativity

- Oral presentation: Clear speaking, Pronunciation, Eye contact, Answer questions

Evaluation

a. The lesson: Integrated research, writing, art, and presentation skills

b. The student: Can research, organize info, write descriptive paragraphs, present confidently

c. The teacher: Provided clear model, supported creativity, encouraged peer learning

Condensed Lesson Plan: Unit 6 - The Water Savers

Lesson 1: Vocabulary & Story Introduction (Pages 86-87)

Reviewing

- What are natural resources?
- Why is water important?
- Have you ever seen water being wasted?

Presentation

Vocabulary

- Show images: drip, overflow, puddle, leak, hallway, hose, tap, pipe, drop
- Explain definitions: dripping, precious, resources, curious, leaky, overflow, puddles, cheerful, fix, spread, mini-challenges
- Practice: repeat words, match pictures, use in sentences, act out words

Pre-viewing

- What do you see in these pictures?
- Where can we find these things?
- Have you seen these problems at school?

Lesson 2: Reading the Story (Part 1) - Page 88

Reviewing

- What vocabulary words did we learn yesterday?
- Who are the main characters?
- What does "precious" mean?

Presentation

Pre-viewing

- Look at the picture on page 88. What do you see?
- Where are the children?
- What problem do you think they found?

Viewing

- Read first part of the story aloud
- Ask questions: What did they notice? Why is water precious? What is Farida's idea?

Practice

- Comprehension questions: Where does the story take place? What two water problems did they find?
- Vocabulary in context: Find "precious" and explain its meaning

Lesson 3: Reading the Story (Part 2 & Conclusion) - Pages 89-90

Reviewing

- What did the friends do next?
- Who helped them?
- Did everyone support them?

Presentation

Pre-viewing

- Look at the picture on page 89. What are the children doing?
- Who is the man with them?
- Do they look happy? Why?

Viewing

- Read second and final part of the story
- Discuss: Posters, Mr. Youssef's help, criticism from classmates, certificates at the end

Practice

- Comprehension questions: What tools did they use? What were the poster messages? What did Noor say when criticized?
- Writing activity: Create a water-saving poster or write a paragraph about being a Water Saver

تطبيق



مذكرات جاهزة للطباعة

لتحميل الملفات التعليمية مجاناً للمعلم والطالب

مذكرات وملازم / مراجعات وملخصات / امتحانات / كتب الوزارة /
أدلة المعلم / دفاتر التحضير / سجلات مدرسية / أوراق تأسيس

امسح الكود بموبايلك علشان تقدر تثبت التطبيق

وتقدر ف أي وقت تحمّل ال نفسك فيه ببلاش

هيغنيك عن البحث والجروبات والقنوات الكثيرة



تطبيق الموبايل لتحميل الملفات