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| **Date**………SUN/12/3/2023………..… | | **Mega 2.3** | | **Period** | 1-2-4-7 |
| **Unit Title :** | **INTRODUCTION** | **L: 1. Listen and Discuss** | **pp. 2** | **Class** | 2G-2D-2A-2B |

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| **Objectives of the lesson** | **New concepts /voc.** | **Link to other curriculums** |
| 1- Introduce new vocabulary such as slouch detector.  2- Talk about pros and cons of the device.   1. Discuss about re-engineering a particular type of food. 2. Recognize the time the first hot meal humans cooked   5- Share ideas with classmates.  6- Listen for specific information. | slouch detector – lean over - gadget – spine cultivated- super food - deficiency– crops substantial- redundant | * Art & Drawing * Science * Geography * Math   □ Others………………… |

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| **Materials** | **Strategies** | **Teacher’s Role** | **Students’ Role** | **Assessment tools** |
| * Data show * Smart board * Resources * Puzzle maps * Real objects * Pictures & posters * Flash cards * Audio CD * Ppt * Videos * Worksheets   Others…………… | * cooperative learning * Numbered-heads * Role play * K.W.L. chart * Concepts map * Jigsaw * Search &Match * Touch & say * The camera * Hands down * Think, pair, share   others……………… | **Strategy : Data manipulation**  I will ask: t do you think the slouch detector worth buying?  I will ask: is intervening and reengineering crops a good idea or it could backfire?  I will ask: do you think using fire to cook has contributed to human development?  **Strategy :Peer instruction**   * I will put Ss in pairs to ask and answer the first two introductory questions. Then, I will ask Ss if their partners used a similar device before if not why. * I will invite one or two to tell what are the benefits reengineering food. * I will let two students with two deferent perspectives about slouch detector has a discussion supported with evidences and arguments.   **Strategy :Audio segments/ Questioning**   * I will have s look at the pictures p. 2. I will ask: guess what the paragraph is about? I will describe any new device and make them infer what it is. I will play the audio. I will have Ss listen with their books closed.   **Strategy :Clarification pauses**   * I will pause briefly after each crucial info. Did they understand the info? Did it pop up questions into their heads? I will play the audio again. I will have Ss listen and read along in their books * . **Strategy :Discussion**   I will discuss these questions with the class. do you think slouch detector useful? if not why?  Is intervening to change the food dynamic helps people?  **Strategy :Reciprocal questioning**  I will discuss these questions with the class. have you used this device share your experience.  If you were a biogenetics what type of food would you improve and why?  Are you a healthy person or not? why? | * Put students in pairs to ask and answer the first 4 introductory questions. Then ask students if their partners used a similar device before if not why. Invite one or two students to tell one of the info they heard and thought was peculiar. * Have students look at the images. * Have students choose one of the info from page 2 read it again several times. Then have them close their books and retell the info to a partner. Emphasize that they don’t have to memorize the exact words of the info. They just retell it in their own words. | * Performance * Communication * Observation * Worksheet * Questions & answers * Rubric |
| Homework  -Notebook  P2  get synonyms for the difficult words. |

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| **Date**………MON/13/3/2023………..… | | **Mega 2.3** | | | | **Period** | 2-4-6-7 |
| **Unit title** | **INTRODUCTION** | **L: 1. Listen and Discuss** | | **p. 2** | | **Class** | AG-2D-2G-2B |
| **Objectives of the lesson** | | | **New concepts /voc.** | | **Link to other curriculums** | | |  |
| 1- Review the previous lesson’s vocabulary items. 2- Answer the questions to check understanding. 3- Ask and answer the questions in pairs. | | | Consumed- locally-monitor- instrumental | | * Art & Drawing * Science * Geography * Math   □ Others………………… | | |

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| **Materials** | **Strategies** | **Teacher’s Role** | **Students’ Role** | **Assessment tools** |
| * Data show * Smart board * Resources * Puzzle maps * Real objects * Pictures & posters * Flash cards * Audio CD * Ppt * Videos * Worksheets   Others…………… | * cooperative learning * Numbered-heads * Role play * K.W.L. chart * Concepts map * Jigsaw * Search &Match * Touch & say * The camera * Hands down * Think, pair, share   others……………… | **Strategy : Icebreakers**  I will have Ss look at the sentences and rephrase it.  **Strategy :Vocabulary self- selection**  - I will have Ss work individually to complete the sentences in. I will check answers by calling on Ss to read the sentences aloud. I will have them try to explain in their own words (in English) the meaning of each word in the context of the sentence.  **Strategy :Turn taking**   * I will have Ss work with a partner, taking turns asking and answering the questions in Ex. B. I will check answers by calling on pairs to read questions and answer them. I will ask the class whether they agree with the answers or not.   **Strategy :Brainstorming/ Discussion**   * I will brainstorm with Ss a few ideas about what kind of inventions they can use and they find beneficial for the world. I will discuss the difficulties of translating words that has multiple meanings that depend heavily on the context. * **Strategy :Role- play**   I will have Ss work with a partner to write about the benefits of vitamin A . | * Brainstorm with students a few ideas about what kind of inventions they find beneficial. Discuss the difficulties of translating a word that has multiple meanings that depend heavily context.   -Have students work with a partner to write about the benefits of vitamin A. | * Performance * Communication * Observation * Worksheet * Questions & answers * Rubric |
| Homework --rephrase some sentences of your choice. |

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| **Date**………TUE/14/3/2023………..… | | **Mega 2.3** | | **Period** | 1-2-4-5 |
| **Unit title** | **INTRODUCTION** | **L: Listen and Discuss**  **Pair Work** | **p. 3** | **Class** | 2B-2A-2D-2G |

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| **Objectives of the lesson** | **New concepts /voc.** | **Link to other curriculums** |
| 1. Introduce the term fossil records. 2. Recognize how animals get fossilized 3. get to know the old animal Hagfish | Hagfish– specimen - gills - predatory –slime eels | * Art & Drawing * Science * Geography * Math   □ Others………………… |

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| **Materials** | **Strategies** | **Teacher’s Role** | **Students’ Role** | **Assessment tools** |
| * Data show * Smart board * Resources * Puzzle maps * Real objects * Pictures & posters * Flash cards * Audio CD * Ppt * Videos * Worksheets   Others…………… | * cooperative learning * Numbered-heads * Role play * K.W.L. chart * Concepts map * Jigsaw * Search &Match * Touch & say * The camera * Hands down * Think, pair, share   others……………… | **Strategy : Icebreakers**  I will let Ss watch a video about fossil records and share with us their opinion about what they saw.  **Strategy :Vocabulary self- selection**  - I will have Ss extract difficult words. I will check answers by calling on Ss to read the sentences aloud. I will have ss read.  **Strategy :Turn taking**   * I will have Ss work with a partner, taking turns asking and answering the questions in Ex. B. I will check answers by calling on pairs to read questions and answer them. I will ask the class whether they agree with the answers or not.   **Strategy :Brainstorming/ Discussion**   * I will brainstorm with Ss a few ideas about what kind of animals are usually fossilized . I will discuss the importance fossil records. * **Strategy :Role- play**   I will have Ss work with a partner to write about the fossil records. | * Brainstorm with students a few ideas about what kind of animals are usually fossilized   -Have students work with a partner to write about the fossil records. | * Performance * Communication * Observation * Worksheet * Questions & answers * Rubric |
| Homework  -Notebook  what substance does the hagfish produce when it feels threaten and why? |

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| **Date**………WED/15/3/2023………..… | | **Mega 2.3** | | **Period** | 2-4-5-6 |
| **Unit title** | **INTRODUCTION** | **L: 1. Listen and Discuss**  **Pair work** | **p. 3** | **Class** | 2D -2A -2B -2G |

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| **Objectives of the lesson** | **New concepts /voc.** | **Link to other curriculums** |
| 1. absorbing new concepts such as fossil records& nonhuman primates ability of communication with humans. 2. recognizing older creatures than dinosaurs. 3. Discuss about if animals can pass the sign language they learnt, to their children. 4. expressing personal views and making objective comments . 5. Listen for specific information. | Fossil records- species- substance- predatory- nonhuman primates- shoelaces | * Art & Drawing * Science * Geography * Math   □ Others………………… |

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| **Materials** | **Strategies** | **Teacher’s Role** | **Students’ Role** | **Assessment tools** |
| * Data show * Smart board * Resources * Puzzle maps * Real objects * Pictures & posters * Flash cards * Audio CD * Ppt * Videos * Worksheets   Others…………… | * cooperative learning * Numbered-heads * Role play * K.W.L. chart * Concepts map * Jigsaw * Search &Match * Touch & say * The camera * Hands down * Think, pair, share   others……………… | **Strategy : Data manipulation**  I will ask: do you think fossil records provide a window into the past?  I will ask: have you heard of other prehistoric animals that are still alive?  I will ask: do you think animals are smart enough to pass the language they learnt from humans to their children?  **Strategy :Peer instruction**   * I will put Ss in pairs to ask and answer the first two introductory questions. Then, I will ask Ss if it is possible to communicate with animals. * I will invite one or two to tell what are the advantages and disadvantages of fossil records. * I will let two students with two deferent perspectives discuss about would or would not animals pass what they learnt from humans to their children.   **Strategy :Audio segments/ Questioning**   * I will have s look at the pictures p. 2. I will ask: guess what the paragraph is about? I will show the a video illustrates the types of fossilization. I will play the audio. I will have Ss listen with their books closed. I will let them provide me with examples .   **Strategy :Clarification pauses**   * I will pause briefly after each crucial info. Did they understand the info? Did it pop up questions into their heads? I will play the audio again. I will have Ss listen and read along in their books * . **Strategy :Discussion**   I will discuss these questions with the class. do you think fossil records provide a glimpses into the past? if not why? did you know animals can laugh and use sign language/have sense of humor? | * Put students in pairs to ask and answer the first 2 introductory questions. Then ask students if their partners know about fossil records. . Invite one or two students to tell one of the info they heard and thought was interesting. * Have students look at the images. * Have students choose one of the info from page 3 read it again several times. Then have them close their books and retell the info to a partner. Emphasize that they don’t have to memorize the exact words of the info. They just retell it in their own words. | * Performance * Communication * Observation * Worksheet * Questions & answers * Rubric |
| Homework  Definition of fossil records. |

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| **Date**………THUR/16/3/2023………..… | | **Mega 2.3** | | | | **Period** | 2-4-5-6 |
| **Unit title** | **INTRODUCTION** | **L: 1. Conversation, pronunciation, Listening** | | **p. 4&5** | | **Class** | 2G- 2D-2B –A2 |
| **Objectives of the lesson** | | | **New concepts /voc.** | | **Link to other curriculums** | | |  |
| 1- communicate effectively in different social contexts and real life situations  2- ask and answer different questions  3-. develop communication skills and fluency in speaking, listening, reading, grammar, pronunciation and writing (Core Skills) | | | deductions- doer-falcon- exploits-serviced-trade- enthusiasm | | * Art & Drawing * Science * Geography * Math   □ Others………………… | | |

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| **Materials** | **Strategies** | **Teacher’s Role** | **Students’ Role** | **Assessment tools** |
| * Data show * Smart board * Resources * Puzzle maps * Real objects * Pictures & posters * Flash cards * Audio CD * Ppt * Videos * Worksheets   Others…………… | * cooperative learning * Numbered-heads * Role play * K.W.L. chart * Concepts map * Jigsaw * Search &Match * Touch & say * The camera * Hands down * Think, pair, share   others……………… | **Strategy : Icebreakers**  I will have Ss look at the sentences and rephrase it.  **Strategy :Vocabulary self- selection**  - I will have Ss work individually to complete the sentences in. I will check answers by calling on Ss to read the sentences aloud. I will have them try to explain in their own words (in English) the meaning of each word in the context of the sentence.  **Strategy :Turn taking**   * I will have Ss work with a partner, taking turns asking and answering the questions. I will check answers by calling on pairs to read questions and answer them. I will ask the class whether they agree with the answers or not. * **Strategy :Role- play**   I will have Ss work with a partner to share their perspectives about the conversation. | -students play the role of the speakers.  - match functions and excerpts from the conversation. | * Performance * Communication * Observation * Worksheet * Questions & answers * Rubric |
| Homework  Listen and find examples for rising and falling intonation in the conversation |