







<b>Date :</b> 27\03\2025	<b>Time :</b> 55 minutes
<b>Class / Level :</b> 7 <sup>th</sup>	<b>Materials:</b> Board, projector, textbook, laptop.
<b>Unit:</b> 3	<b>Focus:</b> reading <b>Lesson:</b> the friendship of baboon and crocodile.
<b>Integrated Skills:</b> Speaking, listening, writing, reading	<b>Textbook :</b> Spotlight

➤ **Objectives:** by the end of the lesson students will:

- Identify and survey the story about the friendship of the Baboon and the Crocodile to predict its events.
- Skim and scan the reading story to answer 'wh' and true/false questions.
- Express their opinion about the story individually, then ask and answer each other's views about the story.
- Write a new word they learned from the story, draw it and present it.

STAGES	PROCEDURES	TECHNIQUES	TIME	MODE OF WORK
<b>Warm up</b>	<ul style="list-style-type: none"> <li>- <b>Friendly</b> greeting</li> <li>- Students play a game (show an image of an animal on the data-show and Ss guess the name of the animal).</li> </ul>	Gamification.	5 minutes.	Student-to-Student.
<b>Pre- reading. (speaking-activity)</b>	<p>➤ <b>Building the interest:</b> Display a picture of a forest.</p>  <p>➤ <b>Lead in questions:</b> Ask students open-ended questions to spark discussion and activate their prior knowledge:</p> <ul style="list-style-type: none"> <li>○ What can you see in this picture?</li> <li>○ Have you ever visited a forest before?</li> <li>○ What animals did you see there?</li> </ul>	<p>Brainstorming and Eliciting</p> <p>Triggering Ss' prior knowledge / surveying/ Predicting.</p>	15 minutes.	Students to teacher.

	<p>➤ <b>Pre teaching complex vocabulary:</b> Baboon, crocodile, river, tree, island.</p> <p>➤ <b>Surveying and predicting:</b> Students look at the pictures and read the title to guess what the story is about.</p> <ul style="list-style-type: none"> <li>• What do you think will happen in the story?</li> </ul>			
<p><b>While reading.</b> (Listening and speaking activity)</p>	<p>➤ <b>Reading for gist:</b></p> <ul style="list-style-type: none"> <li>▪ The teacher reads the story aloud using gestures while students listen.</li> <li>▪ Students read the story silently and answer general question what is the relationship between the crocodile and the baboon?</li> </ul> <p>➤ <b>Reading for specific information :</b></p>  <p>Students read the story in parts dramatically: Pause after each picture or paragraph to answer 'W-H' questions.</p> <ul style="list-style-type: none"> <li>• In the story ,who is very sick?</li> <li>• Where did the crocodile and the baboon live?</li> </ul> <p>➤ <b>Reading for details:</b> Students read and answer (True/False, Justification):</p> <ol style="list-style-type: none"> <li>1. The crocodile and the baboon were enemies.</li> <li>2. The crocodile was very sick.</li> <li>3. The doctor told the crocodile to eat fruits to get better.</li> <li>4. The baboon and the crocodile stayed friends at the end of the story.</li> </ol>	<p>Skimming \ scanning \ inferring meaning.</p>	<p>20 minut es.</p>	<p>Individually</p>

Post reading	<p><b>Speaking task:</b> students reflect on the story individually, then ask and answer each other about how they find the story.</p> <div></div> <p>Happy      Sad      Angry      Surprised</p> <p><b>Writing, Speaking and listening Tasks:</b> Students write a new word they learnt from the story, draw it, and present it.</p>	Discussion Drawing\ Modeling.	15 minutes.	Pair work.
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