

KID'S BRIDGE ENGLISH

1ST

TEACHER'S BOOK



Introduction

Welcome to Kid's Bridge, a dynamic and engaging course designed especially for young learners in Grade 1. This Teacher's Book has been carefully developed to support teachers in delivering effective, enjoyable, and meaningful English lessons using British English.

Kid's Bridge builds a strong foundation in language learning while nurturing curiosity, creativity and confidence. The course connects language with real-life experiences and encourages children to explore, communicate and think critically in a safe and stimulating classroom environment.

This Teacher's Book provides detailed guidance, clear objectives, practical teaching strategies and flexible activities to help teachers meet the needs of all learners. Each lesson is structured to promote active participation and gradual language development through carefully sequenced skills practice.

The Philosophy of Kid's Bridge

The name Kid's Bridge symbolises connection. It represents a bridge between:

Home and school

Play and learning

Language and real life

Imagination and knowledge

Young learners learn best when they feel secure, motivated and involved. This course follows a child-centred approach where learning takes place through:

Songs and chants

Games and movement

Stories and role play

Hands-on activities

Visual and auditory support

The programme respects children's developmental stages and provides opportunities for repetition, reinforcement and discovery.

Course Structure

Each unit in Kid's Bridge is carefully organised into the following components:

Vocabulary

Speaking

Listening

Reading

Writing

Kid's Island

STEAM

These components work together to develop balanced language skills and support different learning styles.

Vocabulary

Vocabulary is the foundation of language learning. In Kid's Bridge, new words are introduced through:

Flashcards and real objects (realia)

Songs and chants

Picture-based activities

Total Physical Response (TPR)

Games and matching tasks

Vocabulary is always presented in meaningful contexts rather than isolation.

Recycling is essential. Words are reviewed regularly through:

Quick warm-ups

Pair work

Classroom routines

Mini quizzes

Colouring and labelling tasks

By the end of each unit, learners should be able to recognise, say and use the target vocabulary confidently.

Speaking

Speaking activities aim to build confidence and correct pronunciation using British English models.

Children practise speaking through:

Repetition drills

Pair dialogues

Role play

Question-and-answer routines

Classroom language practice

Pronunciation is supported through:

Clear teacher modelling

Listening tracks

Rhythm and chant

Stress and intonation patterns

The emphasis is on communication rather than perfection. Pupils are encouraged to speak without fear of making mistakes.

Listening

Listening is a key skill at this stage. Each unit provides structured listening tasks that develop:

Listening for gist

Listening for specific information

Following simple instructions

Recognising key vocabulary

Listening activities include:

Songs

Short dialogues

Stories

Matching tasks

Listen-and-colour exercises

Pre-listening and post-listening stages are included to prepare learners and reinforce understanding.

Reading

Reading in Grade 1 begins with visual recognition and phonics support.

The reading component includes:

Sight words

Simple sentences

Picture-supported texts

Short dialogues

Mini stories

Reading tasks encourage:

Word recognition

Matching words to pictures

Sentence comprehension

Sequencing events

Teachers are guided to use shared reading techniques and encourage pointing, tracking and choral reading.

Writing

Writing is introduced gradually, beginning with:

Tracing letters

Copying words

Completing sentences

Labelling pictures

Learners practise:

Correct letter formation

Spacing between words

Capital letters and full stops

Writing simple sentences

Writing tasks are short, achievable and supported by visual prompts. The focus is on accuracy, neatness and confidence.

Kid's Island

Kid's Island is a special section designed to stimulate imagination and creativity.

This section may include:

Stories

Creative crafts

Role play

Drama

Project work

Kid's Island allows children to explore language freely in a playful and meaningful context. It encourages collaboration, self-expression and social development.

STEAM

The STEAM section integrates:

Science

Technology

Engineering

Art

Mathematics

Through simple experiments, observations and hands-on projects, pupils use English to explore the world around them.

STEAM activities promote:

Problem-solving

Critical thinking

Creativity

Teamwork

Curiosity

Language is used as a tool for discovery, not just a subject to study.

Assessment and Teacher Support

This Teacher's Book provides:

Clear lesson objectives

Step-by-step procedures

Differentiation tips

Extension activities

Assessment suggestions

Assessment is continuous and formative, including:

Observation

Oral participation

Workbook activities

Simple checklists

Teachers are encouraged to create a positive learning environment where effort is praised and progress is celebrated.

Final Message to Teachers

Kid's Bridge is more than a coursebook. It is a journey.

As a teacher, you are the guide who helps children cross the bridge towards confidence, communication and creativity. With patience, enthusiasm and care, you will help your pupils build strong foundations in English that will support them for years to come.

Together, let us build the bridge.

HELLO

Aims:

By the end of the lesson, pupils will be able to:

Say "Hello" correctly.

Introduce themselves using "My name is ..."

Respond to simple greetings.

Recognize characters' names (Sami, Snowy, Logy, Mimi).

Build confidence in speaking simple English sentences.

Teaching Methods

1. Warm-up

Teacher waves and says: "Hello!"

Pupils repeat several times.

Use actions (waving hand, smiling) to make meaning clear.

2. Presentation

Show the picture.

Point to Sami and say: "Hello! My name is Sami."

Repeat slowly. Pupils repeat as a whole class, then in groups.

Point to other characters and say their names.

Pupils repeat.

3. Practice

Choral repetition: Whole class repeats sentences.

Pair work: Pupils practice in pairs:

Pupil A: "Hello! My name is Ali."

Pupil B: "Hello! My name is Sara."

Walk around and support shy learners.

Production Activity

Simple role-play. Pupils stand up, wave, and introduce themselves.

Game: Throw a soft ball. The pupil who catches it says: "Hello! My name is ..."

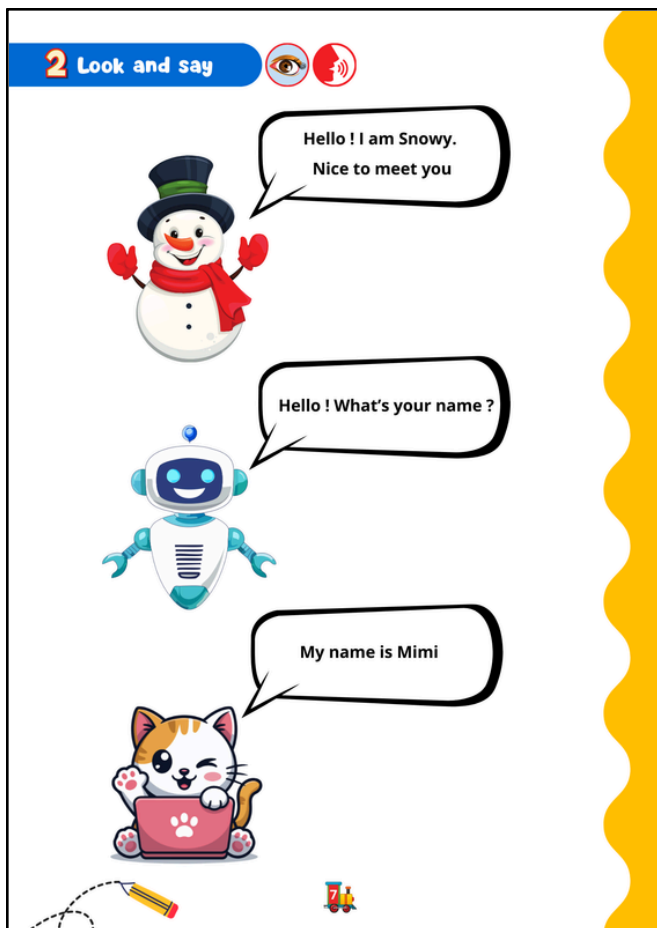
Teaching materials

- Flashcards with names
- Puppets or soft toys
- Real objects (ball like Sami's)
- Board and markers



Tips for Teaching

- Use simple, clear language.
- Speak slowly and repeat often.
- Use gestures and facial expressions.
- Encourage all pupils; praise them.
- Keep activities short and active.
- Use songs like a "Hello Song" to make learning fun.
- Do not correct mistakes harshly; model the correct sentence gently.
- Young learners learn best through movement, repetition, songs, and games.
- Make the classroom friendly
- Encourage shy students.
- Use praise: "Good job!"
- Repeat many times.
- Keep it fun and active.



Tips for Teaching

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- Repeat many times.
- Keep it fun and active.

Teaching materials

- Flashcards (Hello / My name is / What's your name?)
- Puppets or soft toys
- Name cards
- Board and markers
- The textbook picture
- Real objects (hat like Snowy, toy robot, toy cat if possible)

Aims:

By the end of the lesson, students will be able to:
 Greet others using "Hello."
 Introduce themselves using "I am..." / "My name is..."
 Ask someone's name using "What's your name?"
 Respond politely: "Nice to meet you."
 Practice basic listening and speaking skills.

Teaching Methods

Presentation (Modeling)

Show the picture.
 Read the speech bubbles aloud.
 Use gestures and facial expressions.
 Model the conversation with one student.
 Example: Teacher: Hello! I am (Teacher's name).
 What's your name?
 Student: My name is _.

Repetition & Drilling

Choral repetition (whole class repeats).
 Group repetition (boys/girls).
 Individual repetition.
 Practice correct pronunciation of:

Hello

What's your name?

Nice to meet you

Role Play (Pair Work)

Students work in pairs.
 One student is Snowy/Robot.
 The other student responds like Mimi.
 Then they change roles.

Game Activity

"Pass the Ball" Game:

Play music.

When music stops, student says: "Hello! My name is _."

Puppet Activity:

Use puppets to make it fun and interactive.

Aims:

By the end of the lesson, pupils will be able to:

- Greet others using "Hello".
- Ask "How are you?"
- Respond using: I'm good.-I'm great.

I'm wonderful.

- Sing the song with correct pronunciation and actions.
- Build confidence in speaking English.

Teaching Methods

- _ Song-based learning
- _ Repetition & drilling
- _ Pair work
- _ Role play
- _ TPR (Total Physical Response) – using actions
- _ Game-based learning

Warm-up

- _ Greet students: "Hello!"
- _ Wave and encourage them to repeat.

Ask: "How are you?" (Use gestures.)

Presentation

Play the song once.

Students just listen.

Play again and point to the lyrics.

Teach vocabulary: good -great -wonderful

Use actions:

Good → thumbs up

Great → strong arms

Wonderful → arms open wide

Practice

Repeat line by line.

Boys vs girls singing.

Small groups.

Pair practice:

Student A: Hello! How are you?

Student B: I'm good!

Production

Role play without looking at the book.

Use puppets.

Students walk around greeting friends.

Add feelings (happy, tired, sad for advanced practice).



Tips for Teaching

- _ Use lots of gestures and facial expressions.
- _ Smile and be energetic.
- _ Encourage shy students gently.
- _ Repeat many times (young learners need repetition).
- _ Keep activities short and dynamic.
- _ Praise students: "Great job!"

Teaching materials

- _ Audio of the song
- _ Flashcards (Hello / good / great / wonderful)
- _ Emotion cards
- _ Board and markers
- _ Puppets (optional)
- _ Speaker / phone
- _ Chart with lyrics

Assessment

Informal Assessment

Observe participation.

Check pronunciation.

Listen during pair work.

Simple Checklist

- Skill
- Yes
- Needs Practice
- Says "Hello"



Aims:

By the end of the lesson, pupils will be able to:
 Ask about someone's name: What's your name?
 Introduce themselves: My name is... / I am...
 Ask about feelings: How are you?
 Respond politely: I'm fine, thanks.
 Use greetings: Hello / Hi

Teaching Methods

PPP Method (Presentation – Practice – Production)

Question & Answer

Pair work

Role play

Repetition & drilling

Modeling (teacher demonstrates first)

Warm-up

Greet pupils: Hello!

Ask: How are you?

Sing a short greeting song (optional).

Presentation

Show the picture.

Ask pupils:

Who are they?

Are they friends?

Read the dialogue aloud.

Pupils repeat after you (choral repetition).

Write key sentences on the board:

What's your name?

My name is...

How are you?

I'm fine, thanks.

Practice

Controlled Practice

Pupils repeat in pairs.

Teacher models with one pupil.

Example: Teacher: What's your name?

Pupil: My name is Ali.

Production

Pupils walk around the class and introduce themselves.

Pair role-play.

Use name cards for fun interaction.

Tips for Teaching

- Use gestures and facial expressions.
- Speak slowly and clearly.
- Encourage shy pupils gently.
- Use praise: Good job! Well done!
- Allow repetition several times.
- Keep activities short and fun (young learners have short attention spans).
- Correct mistakes gently by modeling correct form.

Assessment

Observe pupils during pair work.

Check pronunciation.

Check correct use of sentence patterns.

Quick Oral Check

Ask individual pupils:

What's your name?

How are you?

Simple Rubric

Teaching materials

- Textbook picture
- Flashcards (Hello – What's your name? – My name is...)
- Name cards
- Board & markers
- Audio (if available)
- Puppets (optional for young learners)

Aims:

By the end of the lesson, students will be able to:
Recognize numbers 1–10.
Say the numbers 1–10 correctly.
Match numbers with their written words.
Count objects from 1 to 10.
Write numbers 1–10 (if appropriate for their level).

Teaching Methods

Listen and Repeat

Say each number clearly.
Students repeat as a whole class.
Practice individually and in small groups.

Play-Based Learning

Use counting games (clap 5 times, jump 3 times).
Number bingo.
Flashcard matching games.

Visual & Demonstration Method

Show real objects (books, pencils, balls).
Count together using fingers.

TPR (Total Physical Response)

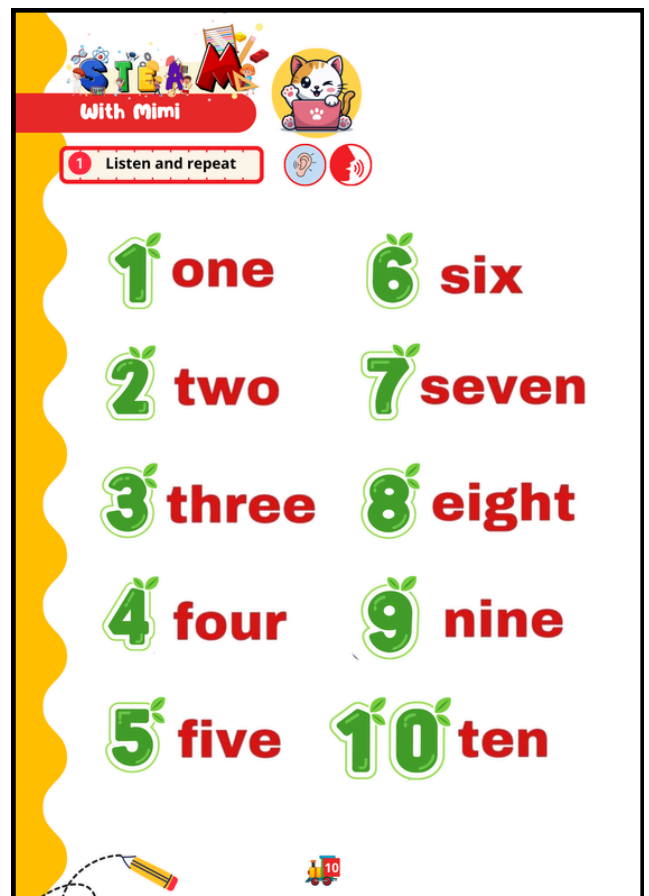
Teacher says: "Show me 4!" → Students show 4 fingers.
"Jump 6 times!"

Songs and Rhymes

Sing a counting song (e.g., "One, Two, Buckle My Shoe").
Use actions while singing.

Tips for Teaching

- _ Start slowly (teach 1–5 first, then 6–10).
- _ Use clear pronunciation and repetition.
- _ Use gestures and body movement.
- _ Encourage shy learners gently.
- _ Make it fun and interactive.
- _ Correct mistakes politely.
- _ Use real-life examples (count chairs, doors, students).
- _ Keep activities short (young learners have short attention spans).



Teaching materials

Flashcards (numbers and words).
Real objects (toys, pencils, blocks).
Number chart/poster.
Worksheets.
Board and markers.
Audio or counting songs.
Finger puppets (optional for young learners).

Assessment

Ask students to count objects.
Show a number and ask: "What number is this?"
Say a number and students show it with fingers.



Tips for Teaching

- Use gestures and facial expressions.
- Speak slowly and clearly.
- Encourage shy pupils gently.
- Use praise: Good job! Well done!
- Allow repetition several times.
- Keep activities short and fun (young learners have short attention spans).
- Correct mistakes gently by modeling correct form.

Assessment

Ask students to:

Point to a letter you say.

Say the sound of a letter.

Match capital and small letters.

Teaching materials

- Textbook picture
- Flashcards (Hello – What's your name? – My name is...)
- Name cards
- Board & markers
- Audio (if available)
- Puppets (optional for young learners)

Aims:

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

Recognize all 26 letters (A–Z).

Match capital letters with small letters.

Identify and say the correct letter sounds.

Associate letters with beginning sounds of words (A–apple, B–ball).

Write letters correctly (upper and lower case).

Teaching Methods

Presentation (Listen and Repeat)

Point to each letter.

Say the letter name and sound clearly.

Students repeat (choral repetition, then individual repetition).

Example:

Teacher: "A, /a/"

Students: "A, /a/"

Phonics Sound Practice

Focus on letter sounds, not only names.

Use simple words:

A – apple

B – ball

C – cat

Let students repeat:

"A says /a/"

"B says /b/"

Matching Activity

Match capital letters with small letters.

Example: Give students cards (A and a) → find the pair.

Action / TPR Method (Total Physical Response)

Add actions for sounds:

S – pretend snake "ssss"

T – pretend ticking clock "t-t-t"

M – rub tummy "mmm"

Children remember better with movement.

Writing Practice

Air writing (write letters in the air).

Trace letters in books.

Write on board or in sand trays.

Games

Alphabet song.

Letter hunt (find letter B in the classroom).

Flashcard race.

Pass the ball and say a letter.

Unit 1

Let's play



Aims:

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

- Identify and name common toys (train, kite, teddy bear, doll, car, bike).
- Ask and answer: "What is your favourite toy?"
- Say: "My favourite toy is a _."
- Improve listening and speaking skills.

Teaching Methods

Listen and Repeat

Question and Answer

Pair work

Picture discussion

Game-based learning

Role play

Warm-up

Greet students.

Ask: "Do you like toys?"

Show a real toy and ask: "What is this?"

Presentation

Show flashcards one by one.

Say the word clearly: "Train" → students repeat.

Drill pronunciation (whole class → small groups → individual students).

Show the picture from the book.

Read the dialogue:

"Hi, Nancy. My favorite toy is train."

"What is your favourite toy, James?"

Practice

Activity 1: Listen and Repeat

Teacher says: "My favourite toy is a car."

Students repeat.

Activity 2: Pair Work

Students ask and answer in pairs:

A: What is your favourite toy?

B: My favourite toy is a _.

Activity 3: Game – Pass the Toy

Pass a toy while music plays.

When music stops, student says:

"My favourite toy is a _."

Production

Students draw their favourite toy.

They stand and say:

"My favourite toy is a _."



Teaching materials

Flashcards (train, kite, teddy bear, doll, car, bike)

Real toys (if available)

The textbook picture

Board and markers

Audio (if available)

Worksheets (matching activity)

Assessment

Observe students during pair work.

Check pronunciation.

Check if they can answer the question correctly.

Matching worksheet (match toy with picture).

Tips for Teaching

Use real objects to make the lesson interesting.
Speak slowly and clearly.

Use gestures and facial expressions.

Encourage shy students gently.

Praise students: "Good job!" "Well done!"

Correct softly (model the correct sentence instead of saying "wrong").

Example correction:

Student: "My favourite toy is train."

Teacher: "Very good! My favourite toy is a train."

Aims:

By the end of the lesson, students will be able to:
Identify and say the names of toys (kite, teddy bear, plane, train, car, doll).

Introduce themselves using: "Hello, I am ..."

Say their favorite toy using: "My favorite toy is ..."

Improve listening and speaking confidence.

Teaching Methods

TPR (Total Physical Response)

Show a toy and say the word.

Students repeat and point.

Listen and Repeat

Teacher models pronunciation.

Students repeat as a group, then individually.

Drilling

Substitution drill:

Teacher: My favorite toy is plane.

Students: My favorite toy is car / doll / kite.

Pair Work

Students ask and answer:

A: Hello, I am Ali.

B: Hello, I am Sara.

A: My favorite toy is car.

Role Play

Students come to the front and introduce themselves.



Assessment

Can the student say the toy names?

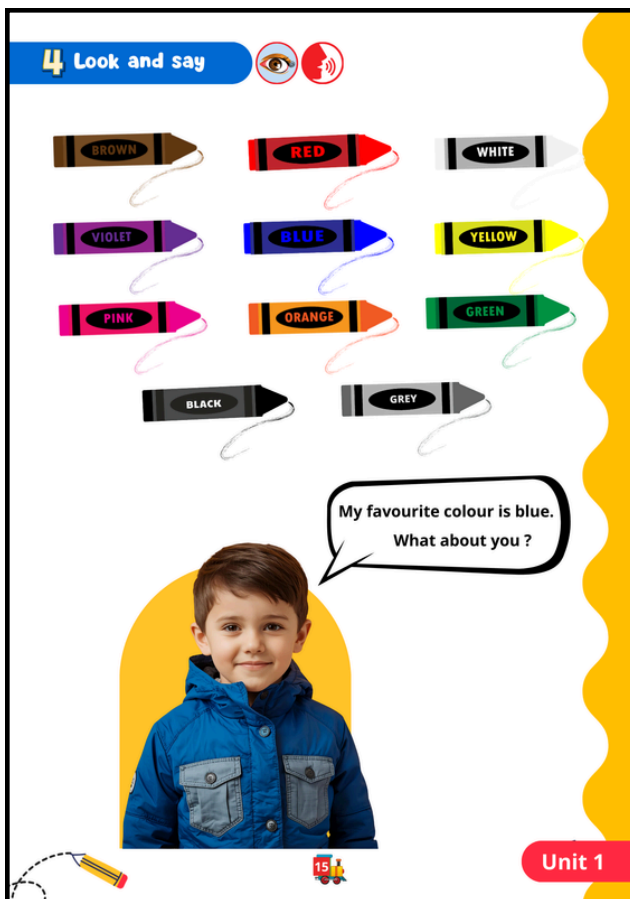
Can the student say: "My favorite toy is ..." ?

Teaching materials

- Flashcards (kite, teddy bear, plane, train, car, doll)
- Real toys (if available)
- Audio recording (if provided)
- Pictures from the book
- Board and markers

Tips for Teaching

- Speak slowly and clearly.
- Use gestures and facial expressions.
- Encourage shy students gently.
- Praise students often (Good job! Well done!).
- Use games (e.g., "Guess the toy").
- Repeat vocabulary many times.



Aims:

By the end of the lesson, students will be able to:
Recognize common colors (red, blue, green, yellow, etc.).

Say the names of colors correctly.

Ask and answer:

What's your favourite color?

My favourite color is ...

Identify colors in real objects.

Teaching Methods

Visual learning (showing crayons, flashcards)

Drilling & repetition

Question and answer

TPR (Total Physical Response) – students touch or point to colors

Pair work

Games and songs

Warm-up

Greet students.

Show a crayon and ask: What color is this?

Revise any colors they already know.

Presentation

Show each color from the book.

Say clearly:

"Red." (Students repeat)

"Blue." (Students repeat)

Drill pronunciation (whole class → groups → individuals).

Practice

Activity 1: Look and Say

Students look at the book.

Teacher points to a color.

Students say the color.

Activity 2: Find Something

Teacher says: "Touch something green!"

Students find a green object.

Activity 3: Speaking Practice Model on board:

My favourite color is blue.

What about you?

Students practice in pairs.

Production

Each student says:

"My favourite color is ..."

Encourage full sentence answers.

Teaching materials

Color flashcards

Real crayons or colored pencils

Colored objects (bag, book, ball, etc.)

Board and markers

The textbook page

Song/video about colors (if available)

Assessment

Can the student name the colors?

Can the student answer: "What's your favourite color?"

Simple Activity:

Give students a worksheet:

Color the apple red.

Color the sun yellow.

Tips for Teaching

Use real objects (children learn better visually).

Speak slowly and clearly.

Use repetition.

Praise students often.

Use gestures when saying colors.

Make it fun (songs, clapping, games).

For shy students, allow choral repetition first.

Aims:

By the end of the lesson, students will be able to:
Identify and name common colours (red, green, yellow, blue).

Use the structure:

My flag's colours are...

My kite's colours are...

What is your favourite colour?

My favourite colour is...

Ask and answer about favourite colours.

Improve listening and speaking skills.

Teaching Methods

Communicative Language Teaching (CLT)

Encourage students to speak in pairs.

Practice real communication (asking about favourite colours).

Audio-lingual Method

Listening and repeating sentences.

Choral and individual repetition.

Question & Answer Method

Teacher asks: What colour is this?

Students respond.

Pair Work / Group Work

Students practice dialogue together.

TPR (Total Physical Response)

Students point to something red, blue, etc. in the classroom.

1_ Warm-up

Show colour flashcards.

Ask: What colour is this?

Students answer: It is red / blue / yellow...

2_ Presentation

Show the textbook picture.

Teach new sentences:

My flag's colours are red and green.

My kite's colours are yellow, red and blue.

Model pronunciation clearly.

Students repeat (choral & individual).

3_ Practice

Activity 1: Listen and Repeat

Play audio.

Students repeat.

Activity 2: Ask and Answer

Teacher: What is your favourite colour?

Students: My favourite colour is...

Activity 3: Pair Work

Students practice dialogue:

A: What is your favourite colour?

B: My favourite colour is blue.

A: My favourite colour is red.

4_ Production

Students draw a flag or kite.

They present:

My flag's colours are...



Tips for Teaching

- Speak slowly and clearly.
- Use gestures and point to colours.
- Encourage shy students gently.
- Correct pronunciation politely.
- Use games (Colour Hunt: Find something red!).
- Praise students to build confidence.

Assessment

1. Oral Assessment

Ask individual students:

What is your favourite colour?

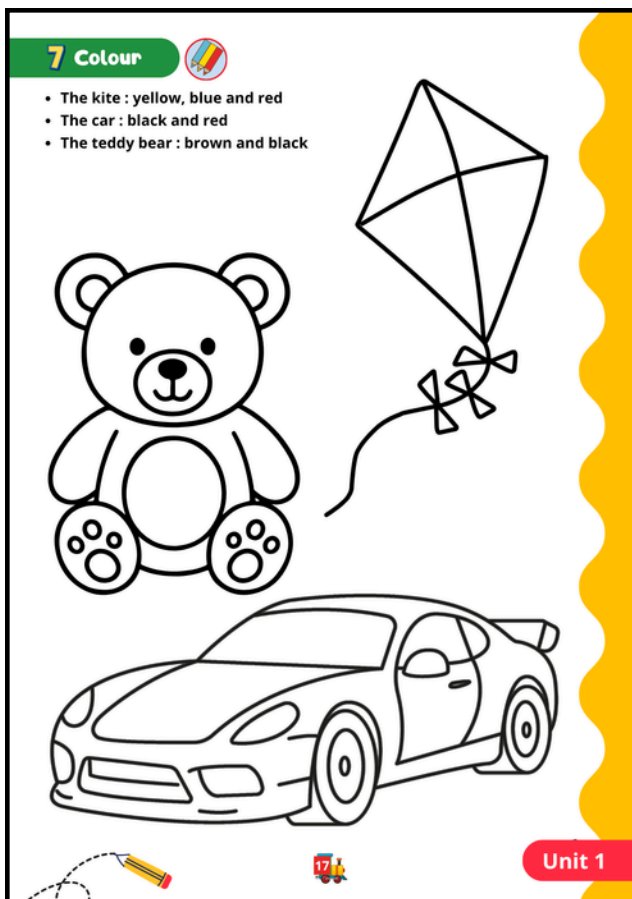
Check correct sentence structure.

2. Observation Checklist

- _ Student can name colours.
- _ Student can use full sentence.
- _ Student can ask and answer.

Teaching materials

- Flashcards of colours
- Real objects (coloured pens, books, bags)
- Picture from textbook
- Audio recording (if available)
- Coloured papers
- Board and markers



Aims:

By the end of the lesson, learners will be able to:

- Identify the colours: yellow, blue, red, black, brown.
- Say the colours correctly.
- Match colours to objects:
- The kite: yellow, blue, red
- The car: black and red
- The teddy bear: brown and black
- Colour the pictures correctly.

Tips for Teaching

- Start with bright primary colours (red, yellow, blue).
- Use simple language for young learners.
- Allow learners to touch and see real objects.
- Encourage shy learners to participate.
- Praise learners to build confidence.
- Use songs like "I Can See a Rainbow."
- Check pronunciation gently.

Teaching Methods

Demonstration Method

Show real objects or flashcards of different colours.
Say the colour and let learners repeat.

Question & Answer

What colour is this?
Can you find something red?
Activity-Based Learning
Colouring activity.
Matching colours to objects.
Group work.

Repetition & Drill

Repeat pronunciation several times.
Use songs about colours.

Game Method

Colour hunt in the classroom.
"Touch something blue!"

Teaching materials

- Flashcards (yellow, blue, red, black, brown)
- Crayons/coloured pencils
- Real objects (toy car, teddy bear, coloured paper)
- Chart/poster with colours
- The worksheet (picture provided)

Assessment

Oral Assessment

Ask: What colour is the kite?
Show a colour and ask learners to name it.

Practical Assessment

Give learners the worksheet.
Ask them to colour:
Kite → yellow, blue, red
Car → black and red
Teddy bear → brown and black

Aims:

By the end of the lesson, pupils will be able to:
Listen to and sing the song correctly.
Use the structure "I've got a ..." correctly.
Name common toys (train, ball, teddy, doll).
Develop listening and speaking skills.
Gain confidence through singing and actions.

Teaching Methods

Warm-up

Show real toys or flashcards.

Ask: What's this?

Revise vocabulary: train, ball, teddy, doll.

Presentation (Listening)

Play the song once.

Ask pupils to just listen.

Ask simple questions:

What toys did you hear?

Did you hear "I've got"?

Practice

_ Listen and repeat

Say each line.

Pupils repeat.

Focus on pronunciation of:

I've got

teddy

lovely toys

_ Add actions (TPR Method)

"I've got a train" → Move arms like a train.

"I've got a ball" → Pretend to throw a ball.

"I've got a teddy" → Hug yourself.

"I've got a doll" → Rock a baby.

Children learn better with movement.

Production

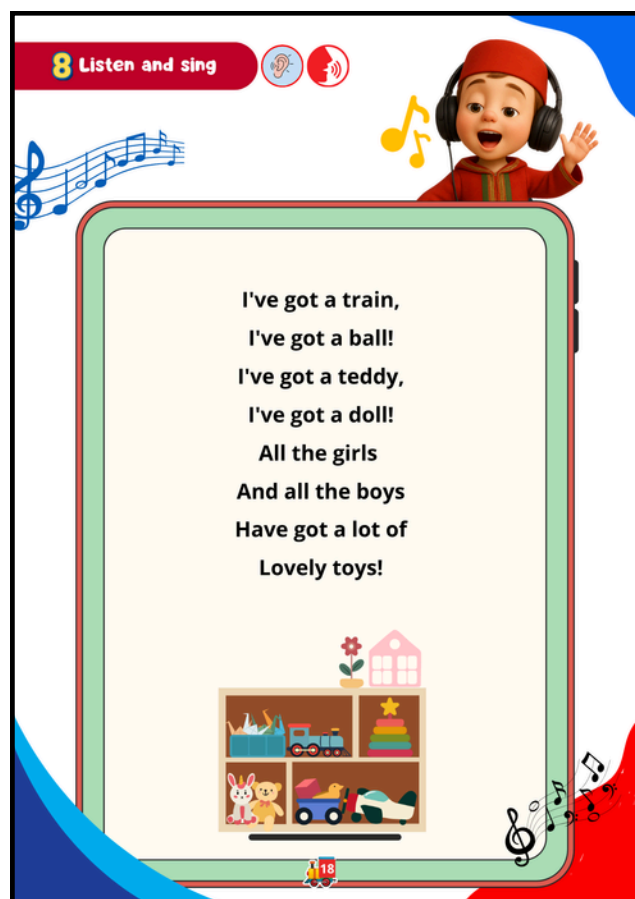
Pupils sing together.

Divide class:

Group A: "I've got..."

Group B: "All the girls and all the boys..."

Let some pupils sing alone (if confident).



Assessment

Observe participation.

Check pronunciation.

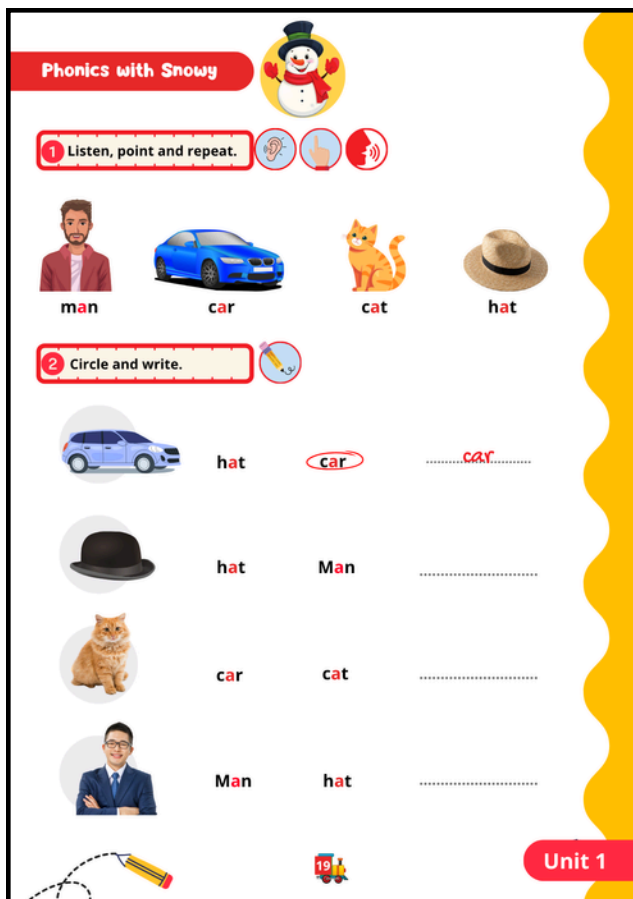
Check if pupils use "I've got..." correctly.

Teaching materials

- Flashcards of toys
- Real toys (if possible)
- Audio player
- Board and markers
- Toy box for fun guessing game
- Pictures from the book

Tips for Teaching

- Use gestures and facial expressions.
- Speak slowly and clearly.
- Encourage shy pupils.
- Repeat the song several times.
- Make it fun, not stressful.
- Praise pupils: "Great singing!" ★
- Use games (e.g., hide a toy and ask: What have I got?)



Teaching Methods

Warm-up

Show flashcards (man, car, cat, hat).

Ask: What can you see?

Say the words slowly and clearly.

Emphasize the sound: /æ/ /æ/ /æ/

Example:

c-aaaa-t

h-aaaa-t

Students repeat 2–3 times.

Presentation (Listen, Point and Repeat)

Play audio (if available).

Students:

Listen

Point

Repeat

Use drilling:

Whole class repetition

Group repetition (boys/girls)

Individual repetition

Practice Activity (Circle and Write)

Students:

Look at the picture.

Say the word.

Circle the correct word.

Write the word on the line.

Example:

car

hat

cat

man

Teacher monitors and helps with spelling.

Production Activity (Fun Practice)

You can try:

_ Sound game:

Say 3 words: cat – pen – hat

Students clap when they hear short “a”.

_ Matching game

Match word cards to picture cards.

_ Air writing

Students write the word in the air.

Teaching Aids

Flashcards (man, car, cat, hat)

Real objects (toy car, hat)

Board and markers

Audio recording

Word cards

Worksheet (like the picture)

Optional:

Mini whiteboards

Phonics song (short a song)

Aims:

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

Recognize the short vowel sound /æ/.

Pronounce correctly: man, car, cat, hat.

Match pictures to words.

Circle the correct word.

Write simple CVC words correctly.

Tips for Teaching

Exaggerate the mouth movement for /æ/

(Open mouth wide – short sound)

Keep words simple (CVC words).

Use actions:

cat → meow

car → driving action

hat → touch head

man → point to a boy/man

_ Encourage shy students.

_ Always model pronunciation first.

_ Use praise: “Good job!” “Excellent!”

Assessment

Can the student pronounce /æ/ correctly?

Can they match word to picture?

Can they circle the correct answer?

Formal Assessment (End of lesson)

Show picture → student says word.

Aims:

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

- Identify materials needed to make a kite.
- Describe the steps of making a simple kite.
- Understand that wind is needed for a kite to fly.
- Explain that air (wind) is a force that helps objects move.
- Develop fine motor and teamwork skills.

Teaching Methods

- **Discussion Method** – Ask questions about kites (Have you flown a kite? What makes it fly?).
- **Demonstration Method** – Show how to make a kite step by step.
- **Activity-Based Learning** – Students make their own kite.
- **Observation Method** – Students observe what happens with and without wind.
- **Question & Answer** – Check understanding during and after the activity.

Tips for Teaching

- Start with students' real-life experiences.
- Use simple and clear language.
- Ensure safety while using scissors.
- Allow students to work in pairs or small groups.
- If there is no wind outside, use a fan to demonstrate.
- Encourage creativity in decorating the kite.
- Take students outside (if possible) for real experience.

Assessment

Oral Assessment

What do we need to make a kite?
Can a kite fly without wind?
Why does a kite fly?

Practical Assessment

Observe students while making the kite.
Check if they follow the steps correctly.

Worksheet / Drawing

Draw a kite and label its parts.





Aims:

By the end of the lesson, students will be able to:
Identify and say the names of toys (robot, doll, car, teddy bear, plane, train).

Use simple sentences:

This is my...

It is nice.

I like...

Listen and repeat correctly.

Express their favourite toy.

Teaching materials

Flashcards of toys

Real toys (if possible)

Picture from the book

Board and markers

Audio (if available)

Worksheets

Toy song video (optional)

Assessment

Formative Assessment (during lesson)

Can students name the toys?

Can they say: This is my... ?

Are they participating?

Teaching Methods

Warm-up

Sing a short song about toys.

Ask: What toys do you have?

Show a real toy and say: This is my robot.

Presentation

A. Listen and Repeat

Point to the picture.

Say: This is my robot.

Students repeat (whole class → groups → individual).

Teach the response: Wow! It is nice.

Practice as a mini dialogue:

Student A: This is my robot.

Student B: Wow! It is nice.

B. Vocabulary Teaching

Show pictures or flashcards of:

Doll

Car

Teddy bear

Plane

Robot

Train

Use repetition and drilling.

Practice

Activity 1: Circle your favourite toy

Students circle their favourite toy.

Ask them: What is your favourite toy?

Students answer: I like the car.

Activity 2: Pair Work

Students practice:

This is my...

I like...

Production (Optional)

Let students draw their favourite toy.

They present: This is my teddy bear.

Tips for Teaching

Use gestures and facial expressions.

Speak slowly and clearly.

Use repetition and drilling.

Encourage shy students.

Use praise: Good job! Excellent!

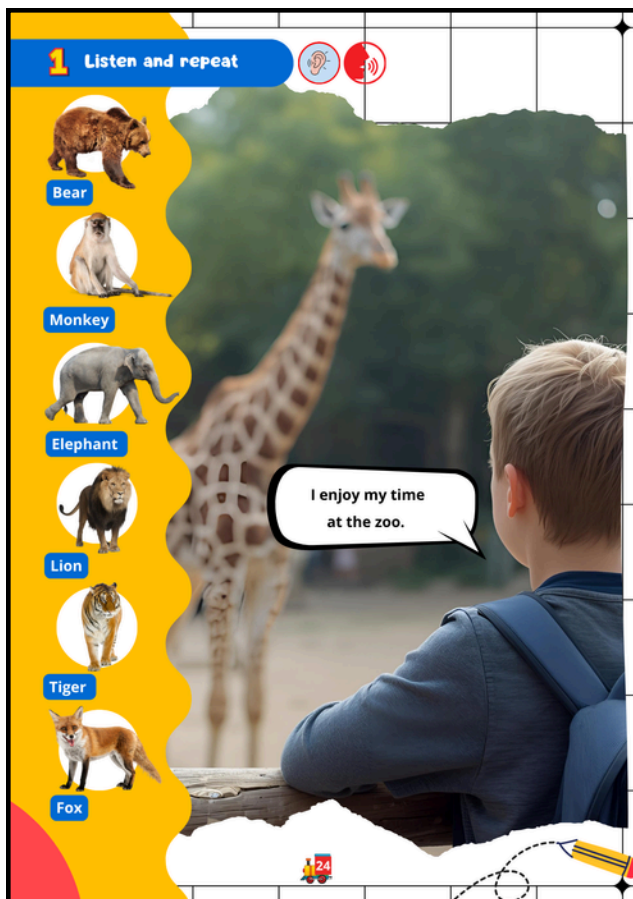
Keep activities short and fun.

Use games (e.g., "Guess the toy")

Unit 2

Zoo animals





Teaching Methods

Warm-up

Ask: "Do you like the zoo?"

Show animal sounds and let students guess.

Use gestures (roar like a lion).

Presentation

Show each animal picture.

Say the word clearly → students repeat (choral & individual repetition).

Drill pronunciation.

Practice

Point and say activity.

Matching game (word to picture).

Ask: "What's this?" → Students answer.

Production

Students say:

"My favourite animal is the ..."

"I like ... because it is big/fast/strong."

Tips for Teaching

Use TPR (Total Physical Response):

Act like animals (walk like an elephant, jump like a monkey).

Focus on pronunciation drilling (lion /'laɪən/, giraffe /dʒə'ræf/).

Teach 5–6 animals first if students are beginners.

Encourage shy students gently.

Use pair work: "Ask your friend: What's your favourite animal?"

Always correct mistakes kindly.

Use games (Hot seat, Bingo, Guess the animal).

Aims:

By the end of the lesson, students will be able to:
Recognize and name zoo animals (lion, tiger, elephant, monkey, bear, fox, zebra, rhino, giraffe, gazelle).

Pronounce animal names correctly.

Use simple sentences to talk about animals.

"This is a lion."

"I like giraffes."

"My favourite animal is the zebra."

Ask and answer simple questions about favourite animals.

Teaching materials

Flashcards (animal pictures)

Real book page (as shown)

Board and markers

Audio (animal sounds)

Projector (if available)

Small animal toys (very effective for young learners)

Worksheet (matching or colouring)

Assessment

Make sure if your pupils can :

name the animals.

answer: "What's this?"

say: "My favourite animal is ...".

Aims:

Students will recognize and name wild animals (zebra, gazelle, rhino, giraffe).

Students will practice speaking about their favourite animal.

Students will develop listening and speaking skills.

Students will use simple sentences to describe animals.

Example sentence:

My favourite animal is a giraffe.

It is tall.

It has a long neck.

Teaching Methods

Use Communicative Language Teaching (CLT) and interactive learning.

Methods: Question and answer

Pair work

Group discussion

Picture description

Listening and repeating

Teaching Procedures

Warm-up

Ask students:

Do you like animals?

What animals do you know?

Show pictures and let students guess.

Presentation

Show each picture and teach vocabulary:

Zebra

Gazelle

Rhino

Giraffe

Students repeat after teacher.

Example: Teacher: This is a zebra.

Students: Zebra.

Ask questions:

What is this?

Students answer:

It is a zebra.

Practice

Students practice sentences:

Example structure: My favourite animal is ____.

Example answers: My favourite animal is a giraffe.

My favourite animal is a zebra.

Add simple description:

It is big.

It is fast.

It has stripes.

Speaking Activity

Students work in pairs.

Each student tells partner: My favourite animal is ____.

It is _____. It can _____.

Example: My favourite animal is a giraffe. It is tall.

2 Listen and say



Zebra



gazelle



Rhino



Giraffe



I want everyone to tell me about his / her best animal.

Unit 2

Assessment

Make sure if your pupils can:

Identify animals

Pronounce the words correctly

Use simple sentences

Teaching materials

- Textbook picture (the page shown)
- Flashcards of animals
- Board and markers
- Projector or printed pictures
- Audio (if available)
- Optional:
- Toy animals or short animal videos

Tips for Teaching

- Use pictures and gestures to explain words.
- Encourage all students to speak.
- Use simple sentences.
- Praise students when they answer.
- Repeat vocabulary several times.
- Use games like guess the animal.
- Example game: Teacher describes animal: It is big. It has a horn.
- Students guess: Rhino!

3 Listen and say  

What's your favourite animal?

My favourite animal is gazelle.



4 Look and repeat  

Giraffe has a long neck.





Aims:

By the end of the lesson, pupils will be able to:

- Ask and answer about favourite animals.
- "What's your favourite animal?"
- "My favourite animal is ..."
- Describe animals using simple sentences.
- "A giraffe has a long neck."
- Improve listening and speaking skills.
- Build vocabulary related to animals and body parts.

Teaching materials

- Flashcards (animals)
- Real pictures or posters
- Board and markers
- Audio recording (if available)
- Toy animals (if possible)

Assessment

Make sure if your pupils can :

- ask and answer correctly.
- say a correct sentence.

Teaching Methods

Warm-up

Show animal flashcards.

Ask: "What animal is this?"

Let pupils name animals they know.

Listening & Speaking Practice

Model the dialogue first.

Teacher asks a pupil:

"What's your favourite animal?"

Pupil answers:

"My favourite animal is ..."

Pupils practice in pairs.

Method used:

Question and answer

Pair work

Repetition and drilling

Look and Repeat

Show picture of giraffe.

Say: "Giraffe has a long neck."

Pupils repeat 2-3 times.

Practice Activity

Pupils choose an animal.

They say one sentence about it.

Strong pupils can say two sentences.

Tips for Teaching

- Use gestures when teaching body parts.
- Encourage shy pupils.
- Correct gently (repeat correct sentence).
- Use simple English.
- Make it fun (games like "Guess the animal").
- Give praise: "Good job!"

Aims:

By the end of the lesson, pupils will be able to:
Identify zoo animals (monkey, elephant, giraffe, bear, tiger, lion).

Use the structure:

"Oh here are the _!"

"Where are the animals?"

Sing the song with correct rhythm and pronunciation.

Improve listening skills.

Gain confidence speaking in front of others.

Teaching Methods

Warm-up

Ask: "Do you like the zoo?"

Show animal pictures.

Ask: "What animal is this?"

Let students make animal sounds

Pre-Listening

Teach new vocabulary using flashcards.

Drill pronunciation:

Monkey (clap 2 times)

Elephant (clap 3 times)

Students repeat individually and in groups.

While-Listening

Play the song once → students just listen.

Play again → students point to the correct animal.

Play again → students sing with actions.

Post-Listening

Activities:

Animal Action Game:

Teacher says "Oh here are the lions!" → students act like lions.

Role play: One student asks "Where are the animals?" Others answer.

Matching game (match word to picture).

Tips for Teaching

- Use lots of actions and movement (young learners need energy).
- Speak slowly and clearly.
- Repeat the song several times.
- Encourage shy students gently.
- Use praise: "Good job!" "Excellent singing!"
- Keep activities short and fun.
- Don't correct too much during singing.



Assessment

Make sure if your pupils :

Can the student name animals?

Can they follow the song?

Can they respond to "Where are the animals?"

Teaching materials

- _ Audio-lingual method (listen and repeat)
- _ Total Physical Response (TPR) (students act like animals)
- _ Game-based learning
- _ Pair and group work
- _ Role play
- _ Question and answer technique



Teaching Methods

Warm-up

Show animal flashcards or pictures.

Ask:

What animal is this?

Where does it live?

Is it big or small?

Let students guess the names.

Presentation

Show each picture clearly.

Say the name slowly and clearly.

Students repeat (choral and individual repetition).

Write the word on the board.

Clap syllables (e.g., ti-ger, li-on).

Example:

This is a lion.

This is a tiger.

This is a bear.

This is a fox.

This is a rhinoceros.

This is a gorilla.

Practice

Activity 1: Look and Say

Point to the picture.

Students say the name.

Activity 2: Look and Write

Students write the correct name under each picture.

Monitor and help with spelling.

Activity 3: Pair Work

One student points.

The other says the name.

Production

Students make simple sentences:

The lion is strong.

The tiger is orange.

The bear is big.

Tips for Teaching

Use clear pronunciation.

Use gestures and sounds (roar like a lion 🦁).

Repeat difficult words (rhinoceros).

Encourage shy students.

Correct gently.

Use games to keep interest.

Teach spelling step by step.

Aims:

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

Identify and name wild animals (rhinoceros, lion, tiger, fox, bear, gorilla/monkey).

Spell the animal names correctly.

Match pictures with correct animal names.

Use simple sentences (e.g., "This is a lion.").

Teaching materials

Flashcards

Real pictures

Blackboard/whiteboard

Word cards

Animal toys (if available)

Workbook page

Assessment

Ask individual pupils to name animals.

Check notebooks for correct spelling.

Aims:

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

Identify basic colours (red, blue, green, yellow, brown, grey, etc.)

Say the names of colours correctly.

Colour the picture neatly using appropriate colours.

Describe the rhino and forest using simple sentences.

Example: The rhino is grey.

The trees are green.

Teaching Methods

Presentation Method

Show colour flashcards.

Say the colour and ask students to repeat.

Demonstration Method

Model how to colour a small part of the picture.

Show neat colouring (inside the lines).

Question & Answer

What colour is the rhino?

What colour are the trees?

What colour is the sky?

Activity-Based Learning

Students colour the rhino picture.

Pair activity: Students ask each other about colours.

TPR (Total Physical Response)

Say: "Touch something green!"

"Show me something red!"

Tips for Teaching

- Start with a warm-up song about colours.
- Teach only 4–6 colours first (especially for young learners).
- Use real-life examples.
- Encourage full sentences:
- Not just "Green"
- But "The tree is green."
- Walk around while students colour and guide them.
- Praise and encourage.



Assessment

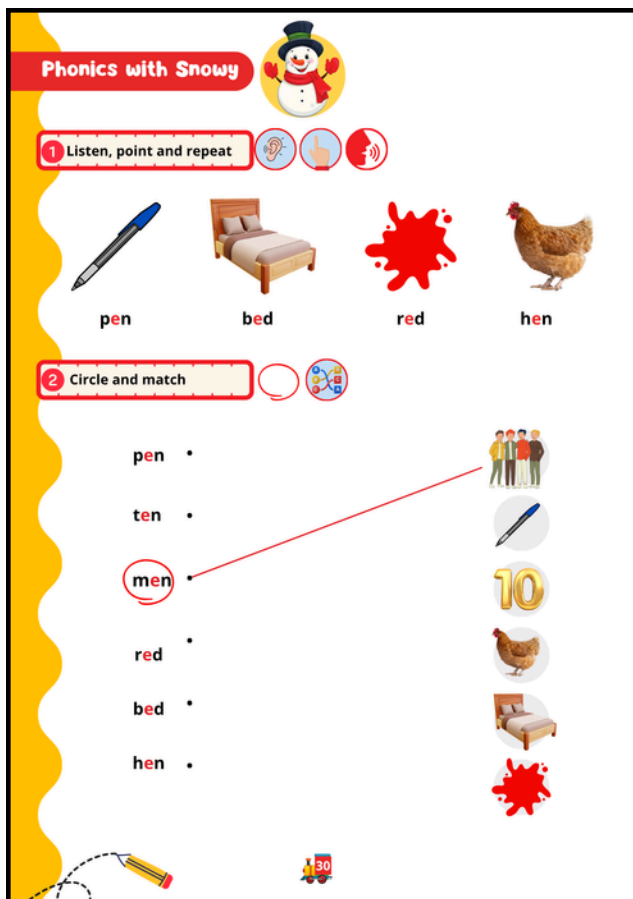
Oral questions during lesson.

Observe participation.

Check if pupils can name colours correctly.

Teaching materials

- Colour flashcards
- Crayons / coloured pencils
- Real objects (bag, book, pen)
- The textbook picture (Rhino in the forest)
- Board and markers
- Colour chart



Aims:

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

- Recognize and pronounce the short vowel sound /e/.
- Identify and read simple CVC words (pen, bed, red, hen, men, ten).
- Match words to pictures correctly.
- Blend sounds to read simple words.
- Circle the correct word when given two choices.

Teaching materials

- Flashcards (pen, bed, hen, men, ten, red)
- Real objects (real pen if possible)
- Whiteboard and markers
- Student book
- Phonics song (short e sound)
- Letter cards (p, b, m, h, t, r, e, n, d)

Assessment

- Make sure if your pupils can blend sounds.
- Monitor matching activity.
- Show a flashcard → student reads.
- Say a word → student points to correct picture.

Teaching Methods

Presentation (Listen, Point and Repeat)

Step 1: Introduce the sound

Write letter e on the board.

Say: "/e/ /e/ /e/" (short sound like in egg).

Students repeat.

Show mouth movement clearly.

Step 2: Teach the words

Show picture one by one (pen, bed, red, hen).

Say the word slowly:

p-e-n → pen

b-e-d → bed

Students:

Listen

Point

Repeat (whole class → groups → individuals)

Step 3: Blending practice

Teacher says: "/p/ /e/ /n/"

Students say: "pen"

Practice (Circle and Match)

Activity 1: Circle the correct word

Read both words (hen / ten).

Ask: "Which one is the picture?"

Students circle the correct answer.

Activity 2: Matching

Draw lines to match word and picture.

Do the first one together as a model.

Production (Speaking Practice)

Show a picture randomly.

Ask: "What is this?"

Students answer: "It is a pen."

Fast game: Flashcard race (students say word quickly).

Tips for Teaching

Emphasize the short /e/ sound clearly.

Use actions (TPR) — students pretend to sleep (bed), write (pen), show ten fingers.

Drill pronunciation in a fun way (loud voice, whisper voice).

Correct gently by modelling, not criticizing.

Keep activities short and active (young learners need movement).

Mix strong and weak students in pair work.

Aims:

By the end of the lesson, learners will be able to:
Identify different animals (lion, elephant, goat, tiger, rhino, wolf).

Identify types of food (meat and plants).

Match animals with the correct food.

Classify animals as:

Herbivores (eat plants)

Carnivores (eat meat)

Teaching Methods

Discussion Method

Ask questions like:

What does a lion eat?

Does an elephant eat meat?

Encourage learners to share ideas.

Demonstration Method

Show pictures of animals and food.

Model one example (e.g., Lion → Meat).

Interactive Matching Activity

Learners come to the board and draw lines.

Group work to match animals and food.

Question and Answer

Oral quick questions to check understanding.

Game-Based Learning

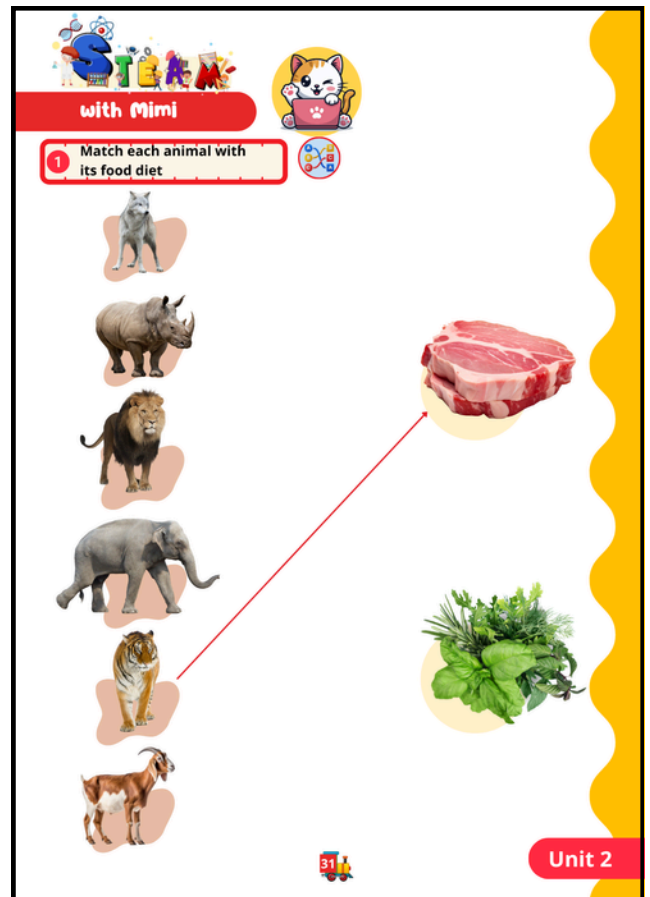
“Stand Up If...” game:

Stand up if the animal eats plants.

Clap if it eats meat.

Tips for Teaching

- Use simple language (e.g., “Lion eats meat.”).
- Use repetition for better understanding.
- Let learners pronounce animal names.
- Use actions (pretend eating grass or meat).
- Encourage shy learners to participate.
- Correct gently and positively.
- Connect to real life (Ask: Have you seen a goat? What does it eat?).



Assessment

1. Oral Assessment

Ask individual learners:

What does a tiger eat?

Is a goat a herbivore or carnivore?

2. Class Activity

Learners match animals to food on the board.

3. Worksheet Activity

Circle animals that eat plants.

Draw a line to match animal and food.

Teaching materials

- Flashcards (animals & food)
- Chart/poster
- The textbook page
- Real objects (toy animals if available)
- Board and markers
- Worksheet for practice

1 Listen and say

2 Look and write : brown - black

This is mycat.

This is mydog.

Aims:

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

- Identify and say pet vocabulary: cat, dog.
- Use simple sentences:
- This is my ... cat/dog.
- I have two cats and three dogs.
- Recognize and use colour words: brown, black.
- Listen and respond correctly.
- Write simple sentences using the correct colour word.

Teaching materials

- Flashcards (cat, dog)
- Colour flashcards (brown, black)
- Real pictures or toy animals
- Board and markers
- Worksheet
- Audio (if available)
- Coloured pencils (for drawing activity)

Assessment

Show picture → student says:

This is my brown cat.

Ask: What colour is the dog?

Identify cat/dog

Say brown/black

Use correct sentence pattern

Teaching Methods

Warm-up

Ask: Do you have a pet?

Show pictures of pets and ask: What is this? (cat/dog)

Let students mimic animal sounds to make it fun.

Presentation (Listen and Say)

Show the picture of the boy with pets.

Ask:

How many cats?

How many dogs?

Read the speech bubble aloud:

"I like my pets too much. I have two cats and three dogs."

Students repeat (choral repetition → group → individual).

Focus on pronunciation of:

cats

dogs

brown

black

Practice (Look and Write)

Activity 1: Colour Recognition

Point to the cat:

Ask: What colour is the cat? → Brown

Complete sentence together:

This is my brown cat.

Point to the dog:

Ask: What colour is the dog? → Black.

Production Activity

Students draw their own pet.

They write:

This is my __ cat/dog.

Or for stronger students:

I have a __ cat.

Tips for Teaching

- Use gestures and pointing.
- Use repetition (young learners need repetition).
- Keep instructions short and clear.
- Praise students often.
- Use pair work for speaking practice.
- Model the sentence before asking students to speak.

Unit 3

My garden is beautiful





Aims:

By the end of the lesson, pupils will be able to:
Identify and name garden vocabulary: ladybug, bee, snail, bird, flower, grass.

Practice simple speaking using "Look and say".
Recognize objects found in a garden environment.

Develop observation and pronunciation skills.

Use the sentence:

"I love playing in the garden."

Teaching materials

Textbook page (the picture shown)

Flashcards of:

Ladybug - Bee - Snail - Bird - Flower - Grass

Real pictures or toy insects/animals (optional)

Board and markers

Short video or sound of birds/bee (optional)

Assessment

Informal Assessment

Teacher checks if students can:

- ✓ Name the objects
- ✓ Point to the correct picture
- ✓ Repeat the words correctly

Quick Assessment Questions

Ask individual students:

What is this? (show picture)

Can you see a bee?

What do you see in the garden?

Simple Evaluation Activity

Teaching Methods

Visual learning (using pictures)

Question and Answer

Repetition and drilling

Group speaking

Learning through observation

Warm-up

Ask pupils questions:

Do you like playing in the garden?

What animals or insects can we see in the garden?

Show excitement and let students share ideas.

Presentation

Show the picture.

Ask students:

What can you see?

Can you see a bird?

Can you see a flower?

Introduce vocabulary one by one.

Teacher says → Students repeat.

Example:

Teacher: Ladybug

Students: Ladybug

Repeat for:

Ladybug - Bee - Snail - Bird - Flower - Grass

Practice

Activity 1: Look and Say

Point to each picture.

Students say the word.

Example:

Teacher: What is this?

Students: It is a bee.

Activity 2: Find and Point

Teacher says a word.

Students point to the correct picture.

Example: Teacher: Show me the bird.

Students: point to bird.

Activity 3: Sentence Practice

Students repeat:

"I love playing in the garden."

Production

Students say sentences:

I see a bird.

I see a flower.

I see grass.

Tips for Teaching

Use gestures and sounds (buzz like a bee).

Let students repeat many times.

Use simple language.

Encourage shy students.

Use games (pointing game or matching game).

Let students come to the board.

Aims:

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

Identify and say new vocabulary: bee, tree, butterfly, bird.

Recognize nature-related actions (planting, watering plants, catching butterflies).

Use simple sentences such as:

I catch the butterflies.

I love planting.

I water the plants.

Listen and repeat sentences correctly.

Teaching Methods

Warm-up

Ask students simple questions:

Do you like plants?

Do you like butterflies?

Show pictures of garden or nature.

Vocabulary Presentation (Write section)

Show the pictures one by one.

Teacher says the word → Students repeat.

Example:

Teacher: Bird

Students: Bird

Teacher: Bird - Tree - Butterfly -Bee

Then students write the correct word under each picture.

Listening and Repeating

Show the pictures and read the sentences:

I catch the butterflies.

I love planting.

I water the plants.

Students repeat chorally and individually.

Practice Activity

Ask students questions:

What is this? → Butterfly

What do you do? → I water the plants.

Students practice in pairs.

Production Activity

Students act or mime:

watering plants

planting

catching butterflies

Other students say the sentence.

Example:

Student acts → class says "I water the plants."



Tips for Teaching

- Use gestures and actions to explain words.
- Let students repeat many times.
- Use real-life examples (school garden if possible).
- Encourage shy students to speak.
- Keep activities short and fun.

Teaching materials

- Student book page (the picture provided)
- Flashcards of bee, tree, butterfly, bird
- Real objects or pictures of plants and watering can
- Board and markers
- Optional: short video or sound of birds/bees

Assessment

Observation

Check if students can:

Say the vocabulary correctly.

Repeat sentences.

Quick questions



Aims:

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

Language Aims

Understand and use vocabulary: open, step outside, garden, trowel, dig, hole, seeds, cover, water, wait.

Skills Aims

Develop listening skills.

Improve pronunciation and rhythm.

Build speaking confidence through singing and actions.

Attitude Aims

Encourage love of nature.

Promote participation and enjoyment in learning English.

Teaching materials

Flashcards (door, garden, trowel, seeds, water, hole).

Real objects (if possible): small shovel, seeds, watering can.

Pictures of a garden.

Audio recording of the song.

Board and markers.

Projector (optional).

Drawing worksheet (garden picture).

Teaching Methods

TPR (Total Physical Response)

Students act while singing:

Pretend to open the door.

Step outside.

Dig a hole.

Plant seeds.

Water plants.

Repetition & Choral Drilling

Teacher says: "I take a trowel."

Students repeat together.

Practice rhythm and stress.

Action Song Method

Teach line by line.

Add actions gradually.

Sing whole song with movements.

Question & Answer

What do we take?

Where do we dig?

What do we water?

(Colour Hunt: Find something red!).

Praise students to build confidence.

Tips for Teaching

Teach vocabulary before singing.

Use actions to explain meaning (especially for young learners).

Start slowly — don't sing fast at first.

Use facial expressions and gestures.

Encourage shy students by letting them sing in groups.

Repeat difficult words: trowel, cover, outside.

Assessment

1. Observation

Are students participating?

Can they follow actions correctly?

Are they pronouncing key words clearly?

2. Oral Questions

What do we dig?

What do we take?

What do we water?

3. Performance Assessment

Students sing in groups with actions.

4. Worksheet Activity

Match words with pictures.

Fill in missing words:

I take a __.

I dig a __.

I water the __.

Aims:

By the end of the lesson, students will be able to:
Identify and name basic colours (red, green, yellow, blue, brown, etc.).

Recognize and name objects (bee, flower, apple, tree, bird, ladybug).

Match correct colours to familiar objects (e.g., red apples, green leaves).

Develop fine motor skills through colouring.

Improve listening and speaking skills by following instructions.

Teaching Methods

Discussion Method

Show the picture and ask:

What can you see?

What is this? (apple, bee, bird...)

What colour is an apple?

Question and Answer

Teacher: What colour is the bee?

Students: Yellow and black.

Demonstration

Show how to colour inside the lines.

Model colouring one apple correctly.

Guided Practice

Give instructions:

Colour the apples red.

Colour the leaves green.

Colour the trunk brown.

Individual Practice

Students colour independently.

Interactive Method

Colour game: "Touch something red."

Flashcard matching (colour to object).

Tips for Teaching

Teach colours before starting the worksheet.

Use real-life examples (Show a real apple).

Speak clearly and use simple sentences.

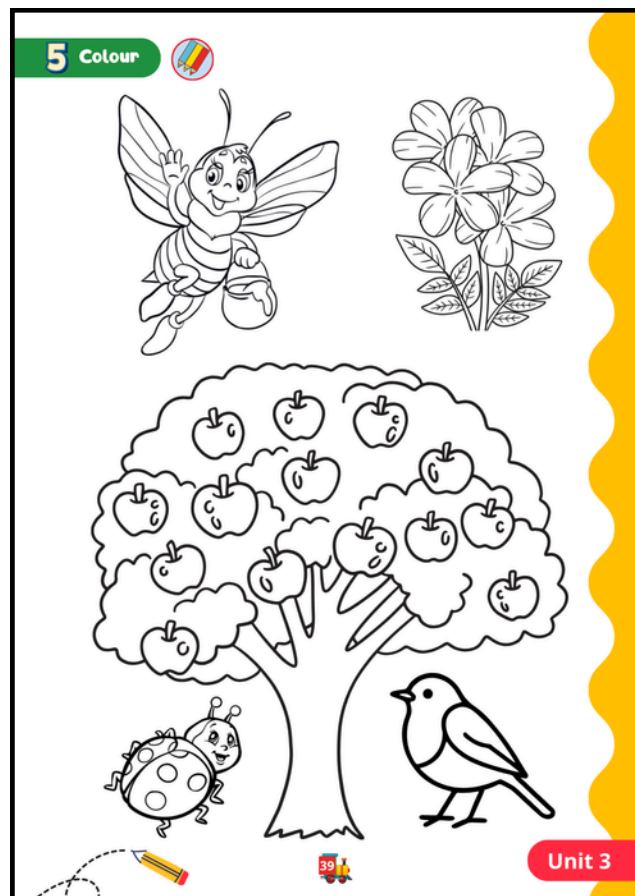
Encourage students to repeat colour names.

Walk around and help struggling students.

Praise students to build confidence.

Allow creativity (if they want a blue bird, accept it).

Keep the lesson short and active (young learners have short attention).



Teaching materials

- Crayons / coloured pencils
- Flashcards (colours and objects)
- Real objects (apple, leaf, flower if possible)
- Board and markers
- Colour chart
- The worksheet (picture provided)

Assessment

1. Observation

Can the student name colours?

Can the student follow instructions?

2. Oral Questions

What colour is your apple?

Show me something green.

3. Worksheet Check

Did the student colour correctly?

Did they stay inside the lines?

6 Listen and repeat  

Look at the butterflies.

Wow! That's beautiful!



7 Draw and say  

Look at the bird!



Aims:

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

- Use the structure: "Look at the ..."
- Express feelings using: "Wow! That's beautiful!"
- Identify nature vocabulary (butterflies, bird, etc.)
- Improve listening and pronunciation
- Speak confidently using short sentences
- Connect drawing with speaking

Teaching materials

- Flashcards (butterfly, bird, flower)
- Real pictures
- Board and markers
- Coloured pencils
- Audio recording (if available)
- Projector (if available)
- The textbook picture

Assessment

- Observe students during repetition.
- Check pronunciation and participation.
- Monitor pair work.
- Each student says one sentence correctly.
- Students show their drawing and speak.

Teaching Methods

Warm-up

Show pictures of animals (butterfly, bird, flower).
Ask: What can you see?
Elicit vocabulary.

Listen and Repeat

Teacher says:
"Look at the butterflies."
Students repeat (choral repetition).
Practice intonation (excited voice for "Wow!").
Use pair practice (Student A says sentence, Student B responds).

Role Play

Two students act like the children in the picture.
One says: Look at the butterflies.
The other says: Wow! That's beautiful!

Draw and Say Activity

Students draw a bird (or any animal).
They show their drawing and say:
Look at the bird!

Tips for Teaching

- Use gestures (point when saying "Look at...").
- Use facial expressions for emotions.
- Encourage shy students gently.
- Correct pronunciation politely.
- Use choral repetition first, then individual practice.
- Praise students often ("Good job!" "Excellent!").
- Keep sentences short and simple.

Aims:

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

Count objects from 1 to 5 correctly.

Recognize and say numbers 1–5.

Match numbers to the correct quantity.

Use simple sentences like:

“One pineapple.”

“Three bees.”

“There are four butterflies.”

Teaching Methods

Warm-up

Sing a counting song (e.g., “One, Two, Three, Four, Five”).

Use fingers to count 1–5.

Ask: “How many fingers?”

Presentation

Show the pictures one by one.

Count together slowly:

“One pineapple.”

“Two watermelons.”

“Three pumpkins.”

Clap for each number while counting.

Guided Practice

Point to a picture and ask:

“How many birds?”

Students answer: “Two!”

Let students come to the board and match numbers to pictures.

Independent Practice

Students draw lines to match numbers.

Students colour the correct number of objects.

Tips for Teaching

Count slowly and clearly.

Use gestures and fingers.

Repeat numbers many times.

Encourage shy students.

Use praise: “Good job!” “Excellent!”

Make it fun with games (jump 3 times, clap 4 times).

Check understanding individually.



Teaching materials

- Flashcards (numbers 1–5)
- Real objects (blocks, pencils, balls)
- Finger counting
- Board and markers
- Counting song (audio)
- Worksheets
- Small counters or toys

Assessment

Ask individual students:

“Show me 4 fingers.”

“How many bees?”

Observe participation.

Worksheet: Match number to picture.

Give objects and ask student to count.

Quick oral test:

Teacher: “Count to five.”

Student counts aloud.

Success Criteria

Student can count 1–5 correctly.

Student matches numbers with correct pictures.

Student says numbers clearly.



Aims:

By the end of the lesson, students will be able to:
Recognize and pronounce the short vowel sound /o/.
Identify words with the /o/ sound (fox, box, lock, socks).

Match pictures to the correct words.

Read and say the target words correctly.

Colour/select the correct word under each picture.

Teaching materials

Flashcards (fox, box, lock, socks)

Real objects (a box, a lock, socks if possible)

Whiteboard and markers

Audio recording (optional)

Worksheet (as shown in picture)

Phonics song (short o sound)

Assessment

Observe pronunciation during repetition.

Check if students can identify the correct picture.

Listen during pair work.

Check if students coloured the correct word.

Check reading accuracy.

Teaching Methods

Warm-up

Revise vowel sounds (a, e, i, o, u).

Ask: What sound does "o" make? → /o/ (short sound as in "hot").

Say the sound together several times.

Presentation (Listen, Point, Repeat)

Show the pictures (fox, box, lock, socks).

Say each word slowly and clearly.

Students:

Listen

Point

Repeat

Emphasize the /o/ sound:

fox

box

lock

socks

Ask: What sound do you hear? → /o/

Practice Activities

Activity 1: Sound Isolation

Say different words (fox, cat, box, sun, lock).

Students clap when they hear the /o/ sound.

Activity 2: Picture Matching

Students look at the second part of the page.

They choose and colour the correct word under each picture.

Activity 3: Pair Work

One student says a word.

The partner points to the correct picture.

Tips for Teaching

Model pronunciation clearly and slowly.

Focus on mouth shape for short /o/ (open mouth, relaxed).

Use gestures for each word.

Encourage shy students to repeat in groups first.

Use repetition and drilling in a fun way.

Keep activities short and active (young learners need movement).

Aims:

By the end of the lesson, pupils will be able to:

Count objects from 6 to 10 correctly.

Recognize and say numbers 6–10.

Match numbers to quantities.

Write numbers 6–10 correctly.

Use simple sentences:

“There are six dogs.”

“I can see eight butterflies.”

Teaching Methods

Presentation (Show & Tell)

Show number flashcards (6–10).

Say the number and let pupils repeat.

Clap or tap the number of times.

Guided Practice

Count the animals together (dogs, cats, ducks, butterflies, flowers).

Ask: “How many dogs?”

Pupils count aloud together.

Pair/Group Work

Pupils count with a partner.

One pupil counts, the other checks.

TPR (Total Physical Response)

“Jump 6 times.”

“Clap 8 times.”

“Show me 9 fingers.”

Individual Practice

Pupils write the correct number in the circle.

Say the sentence after writing.

Tips for Teaching

Start with revision (1–5).

Model counting slowly and clearly.

Let children touch and point while counting.

Encourage full sentences:

Not just “Seven” → but “Seven cats.”

Praise effort, not only correct answers.

Use games (number bingo, number hunt).

Support slow learners by counting together.



Teaching materials

- Number flashcards (6–10)
- Real objects (blocks, pencils, bottle caps)
- Pictures from the book
- Board and markers
- Counters or beads
- Worksheets
- Audio (if available)

Assessment

1. Oral Assessment

Ask individual pupils:

“How many ducks?”

“Show me number 9.”

2. Observation

Check if pupils:

Count correctly.

Recognize numbers.

Participate actively.

3. Written Assessment

Pupils write the correct number in the circles.

Match number to picture.

Count and colour activity.



Teaching Methods

Warm-up

Ask:

"Have you visited a farm?"

"What animals can you see on a farm?"

Show pictures and let pupils guess the animals.

Presentation

Show the picture.

Point and say:

"This is a cow." (Students repeat)

"This is a hen."

"These are bees."

Introduce products:

"Cows give milk."

"Hens give eggs."

"Bees give honey."

Write sentences on the board.

Drill pronunciation (whole class → groups → individuals).

Practice

Activity 1: Listen and Repeat

Students repeat the short text after the teacher.

Activity 2: Look and Match

Students match:

Cow → Milk

Hen → Eggs

Bees → Honey

Check answers together.

Activity 3: Speaking Practice

Ask:

"What do cows give?"

"What do hens give?"

"What do bees give?"

Students answer in full sentences.

Production

Pair work: One student asks: "What do cows give?"

The other answers: "Cows give milk."

Assessment

Observe participation.

Listen to pronunciation.

Check matching activity.

Oral Questions

"What does a cow give?"

"What does a hen give?"

"What do bees give?"

Written Assessment

Aims:

By the end of the lesson, pupils will be able to:

Identify farm animals (cow, hen, bees).

Say what animals give us (milk, eggs, honey).

Match animals with their products.

Use simple sentences:

"Cows give milk."

"Hens give eggs."

"Bees give honey."

Teaching materials

Textbook page

Flashcards (cow, hen, bees, milk, eggs, honey)

Real objects (if possible: milk bottle, egg basket, honey jar)

Board and markers

Audio (if available)

Worksheets (matching activity)

Tips for Teaching

Use realia if possible (children learn better with real objects).

Use gestures and mime.

Repeat new vocabulary many times.

Keep sentences short and simple.

Encourage shy pupils.

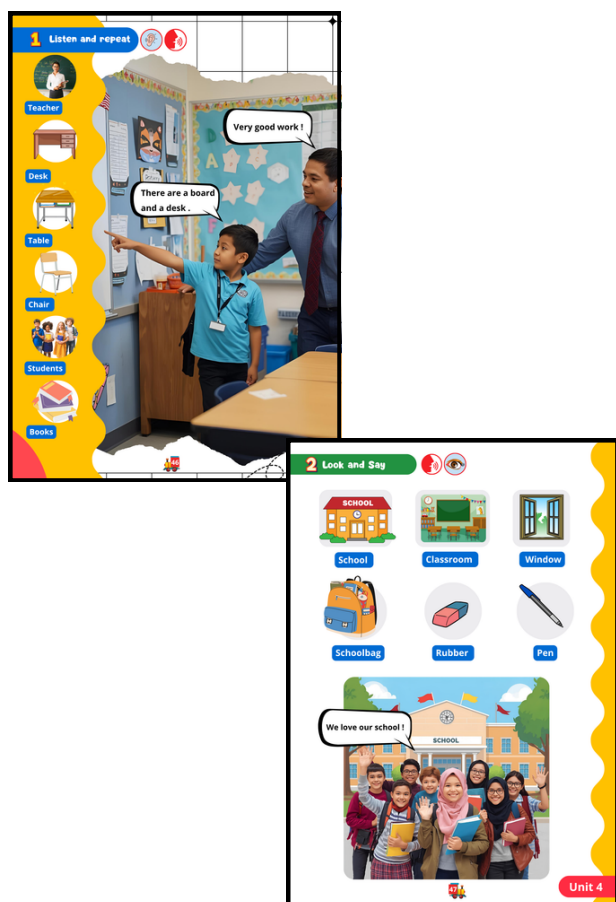
Use praise: "Excellent!" "Good job!"

Use games to maintain attention.

Unit 4

In the classroom





Aims:

By the end of the lesson, pupils will be able to:
 recognise and name common classroom objects (e.g. teacher, desk, chair, board, books, school, classroom, window, schoolbag, pen, eraser).
 use simple sentences: It is a... / They are...
 respond to simple classroom questions: What is this?
 demonstrate understanding through speaking and pointing.
 show positive attitudes towards school.

Teaching materials

Speak slowly and clearly.
 Use gestures and point to colours.
 Encourage shy students gently.
 Correct pronunciation politely.
 Use games (Colour Hunt: Find something red!).
 Praise students to build confidence.

Assessment

Observe whether pupils can:
 say the vocabulary correctly.
 answer What is this?
 use It is a... / They are... correctly.
 Quick Check Activity
 Show a flashcard.
 Pupils say the word.
 Ask 3–5 pupils individually.

Teaching Methods

Look and Say Method – pupils observe pictures and say the words aloud.
 TPR (Total Physical Response) – pupils point, touch or act out words.
 Question and Answer – teacher models, pupils repeat and respond.
 Drilling (choral and individual) – to practise pronunciation.
 Pair Work – pupils ask and answer: What is this?
 Picture Discussion – encourage simple descriptive sentences.

Warm-up

Greet the class: Good morning, class.
 Ask: Where are we? (At school / In the classroom.)
 Sing a short action song (e.g. Hello Song).

Presentation

Step 1 – Look

Ask pupils to open their books.
 Point to the first picture.
 Say clearly: Teacher. Pupils repeat.
 Continue with: desk, chair, board, books, students.

Step 2 – Model Sentences

Point and ask: What is this?
 Answer: It is a desk.
 For plural: They are books.
 Write on the board:
 It is a __. They are __. Practice
 Choral Drilling
 Pupils repeat together.
 Then call individual pupils.
 TPR Activity
 Say: Point to the window.
 Pupils point.
 Say: Touch your schoolbag.
 Pair Work
 Pupil A: What is this?
 Pupil B: It is a pen.
 Swap roles.

Production

Show real objects.
 Pupils make their own sentences.
 Ask confident pupils to describe the picture:
 This is a classroom. There is a teacher and a desk.

Tips for Teaching

Speak slowly and clearly.
 Use gestures and facial expressions.
 Always model before asking pupils to speak.
 Praise effort: Very good!
 Correct gently by repeating the correct form.
 Keep activities short and lively.

Aims:

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

Identify common classroom objects (chair, bag, pen, eraser, books, pencils, markers, etc.).

Match numbers (1–5) with pictures.

Say and write simple words correctly.

Use simple sentences:

"This is a pen."

"I have three pencils."

Teaching Methods

Presentation (Show & Tell)

Show real objects (chair, bag, pen, book).

Say the word clearly.

Students repeat (choral and individual repetition).

Matching Activity

Students match numbers (1–5) with the correct picture.

Ask: "How many pencils?" → Students answer.

Look and Write

Students look at the picture.

Write the correct word in the blank.

Pair Work

Student A asks: "What is this?"

Student B answers: "It is a bag."

Game (Optional)

"Touch and Say" game:

Teacher says "pen" → students touch a pen.

Counting game:

"Show me 3 pencils!"

Tips for Teaching

- Use real objects whenever possible.
- Speak slowly and clearly.
- Use gestures and pointing.
- Encourage shy students gently.
- Praise students often ("Good job!", "Excellent!").
- Repeat vocabulary many times.
- Keep activities short and active (young learners need movement).



Teaching materials

- Real classroom objects
- Flashcards (pictures of school items)
- Whiteboard & markers
- Worksheet (the page shown)
- Number cards (1–5)
- Coloured pencils

Assessment

Observation

Can students say the words correctly?

Can they match numbers correctly?

Worksheet Check

Are the words written correctly?

Are numbers matched correctly?

Oral Check

Ask individually:

"What is this?"

"How many books?"

5 Look and write  

scissors_book_pen_schoolbag



I write my lessons with



I read a



I cut the paper with



I carry my

  **Unit 4**

Aims:

By the end of the lesson, pupils will be able to:
Identify and name common school objects (pen, book, scissors, schoolbag).

Use the structure:

I write with...

I read a...

I cut with...

I carry my...

Complete simple sentences correctly.

Use vocabulary in speaking and writing.

Teaching materials

Real objects (realia): pen, book, scissors, schoolbag.

Flashcards or pictures.

Blackboard/whiteboard.

Pupils' books.

Word cards for matching activity.

Teaching Methods

1. Presentation

Show real objects (pen, book, scissors, schoolbag).

Elicit names from pupils.

Model pronunciation clearly.

Write the words on the board.

2. Practice

Use repetition (choral and individual).

Ask questions:

What do you write with?

What do you read?

Pupils answer in full sentences.

3. Pair Work

Pupils ask and answer:

What do you cut with?

I cut with scissors.

4. Written Activity

Pupils complete the sentences in their books.

Monitor and support weaker learners.

Tips for Teaching

Use real objects to make learning concrete.

Encourage full sentences, not one-word answers.

Correct pronunciation gently.

Involve all pupils (nominate quiet learners).

Use gestures when teaching verbs (write, read, cut, carry).

Differentiate tasks for mixed-ability pupils.

Assessment

Observe pupils during speaking activities.

Check pronunciation and sentence structure.

Written Assessment

Mark completed sentences.

Check spelling of key words.

Aims:

By the end of the lesson, pupils should be able to:
Identify common school objects (e.g. bag, book, pencil, scissors, notebook).

Say and pronounce the names correctly.

Use simple sentences (e.g. This is a pencil. / I have a school bag.).

Match pictures to words.

Write simple words related to school objects (for higher ability pupils).

Teaching Methods

Discussion method – Ask pupils what they can see in the picture.

Demonstration method – Show real objects (real pencil, book, bag).

Question and answer – “What is this?” “Is this a book?”

Group work – Pupils work in pairs to name objects.

Colouring activity – Pupils colour the picture and say the names.

Drilling and repetition – Practise pronunciation together.

Tips for Teaching

- Start with objects pupils already know.
- Speak clearly and slowly.
- Encourage shy pupils to participate.
- Use gestures and actions to support understanding.
- Praise pupils for correct answers.
- Repeat new words several times.
- Make the lesson lively and interactive.

Assessment

Oral questioning (Ask: “What is this?”).

Matching exercise (Match word to picture).

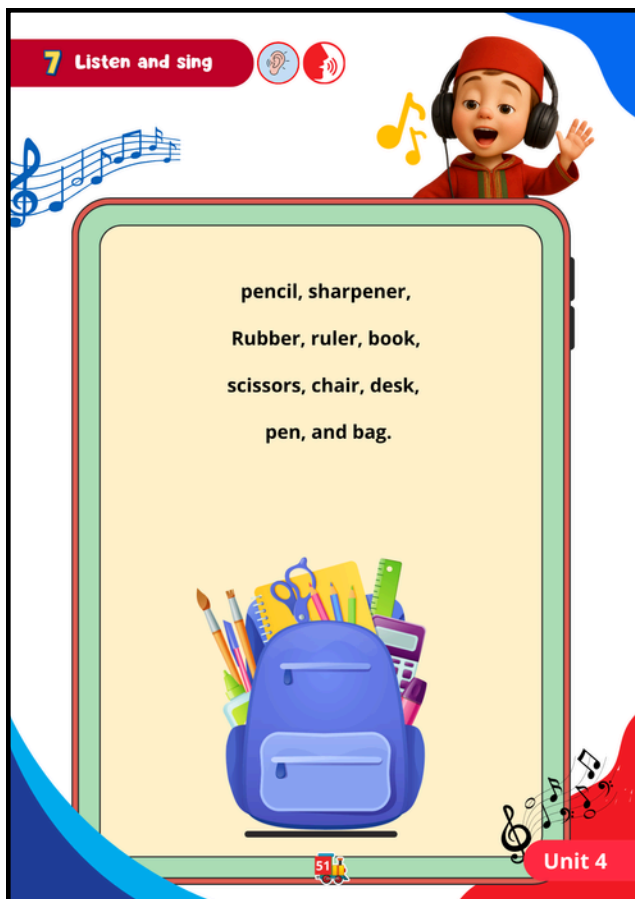
Labelling activity (Write names under pictures).

Colour and say activity.



Teaching materials

- The picture/chart of the school bag.
- Real objects (school bag, pencil, book, scissors, notebook).
- Flashcards with words and pictures.
- Blackboard/whiteboard.
- Coloured pencils or crayons.
- Worksheets for matching or labelling.



Aims:

By the end of the lesson, pupils will be able to:
 Recognise and say the names of common classroom objects.
 Listen and identify the correct object.
 Sing or chant the vocabulary confidently.
 Use simple sentences such as "This is a pencil." / "I have a bag."

Teaching materials

Real classroom objects (realia): pencil, book, ruler, etc.
 Flashcards or pictures.
 The coursebook page.
 Audio recording (if available).
 Board and markers.
 School bag with items inside.
 Lesson Procedure

Assessment

Observe pupils during activities.
 Check if they can:
 Name objects correctly.
 Respond to instructions.
 Sing along with the correct words.

Teaching Methods

Presentation–Practice–Production (PPP)
 Total Physical Response (TPR) – pupils touch or hold the object.
 Listening and repetition
 Games and pair work
 Song/chant method

Warm-up

Greet the pupils.
 Show your bag and ask: "What's in my bag?"
 Take out one object and let pupils guess.

Presentation

Show each object one by one.
 Say the word clearly: "pencil" (pupils repeat 2–3 times).
 Drill pronunciation (whole class → groups → individuals).
 Stick flashcards on the board.

Practice

TPR activity: Say a word and pupils point to or touch it.
 What's missing? Remove one flashcard. Pupils guess.
 Pass the bag game: Pupils take an item and say the word.

Listening and Singing

Play the song.
 Pupils listen first.
 Play again; pupils sing and point to the objects.
 Add actions (mime writing for pencil, cutting for scissors, etc.).

Production

Pupils work in pairs:
 "What's this?"
 "It's a ruler."
 Stronger pupils make sentences: "This is my book."

Tips for Teaching

Use real objects to make learning meaningful.
 Speak clearly and slowly.
 Encourage shy pupils.
 Use plenty of praise.
 Repeat often — young learners need repetition.
 Keep activities short and active.
 Check pronunciation gently and model correctly.

Aims:

By the end of the lesson, pupils will be able to:

Recognise the short vowel sound /ɪ/.

Pronounce /ɪ/ correctly in simple CVC words.

Blend sounds to read words (f-i-g, b-i-n, etc.).

Identify and match pictures to words.

Spell simple /ɪ/ words.

Teaching Methods

Phonics (synthetic phonics approach) – segmenting and blending.

Repetition and drilling – choral and individual practice.

Listen and point activity.

Picture-word matching.

Multi-sensory learning (seeing, saying, hearing, writing).

Pair work for practice.

Warm-up

Revise previous sounds.

Ask pupils to say short vowel sounds (a, e, i, o, u).

Focus on /ɪ/ sound. Model it clearly: short and quick.

Presentation

Show a picture of a fig. Say: "This is a fig. /f/ /ɪ/ /g/ – fig."

Pupils repeat (whole class, then individually).

Repeat with bin, pin, tin.

Write the words on the board and underline i.

Practice

Activity 1: Listen and point

Say a word.

Pupils point to the correct picture.

Activity 2: Blend the sounds

Write: f – i – g

Ask pupils to blend: fig.

Activity 3: Complete the word

Give words with missing letters:

_ig, b_n, p_n, t_n

Pupils fill in the missing letters.

Production

Pupils work in pairs to read words.

Ask pupils to make simple sentences:

"The bin is big."

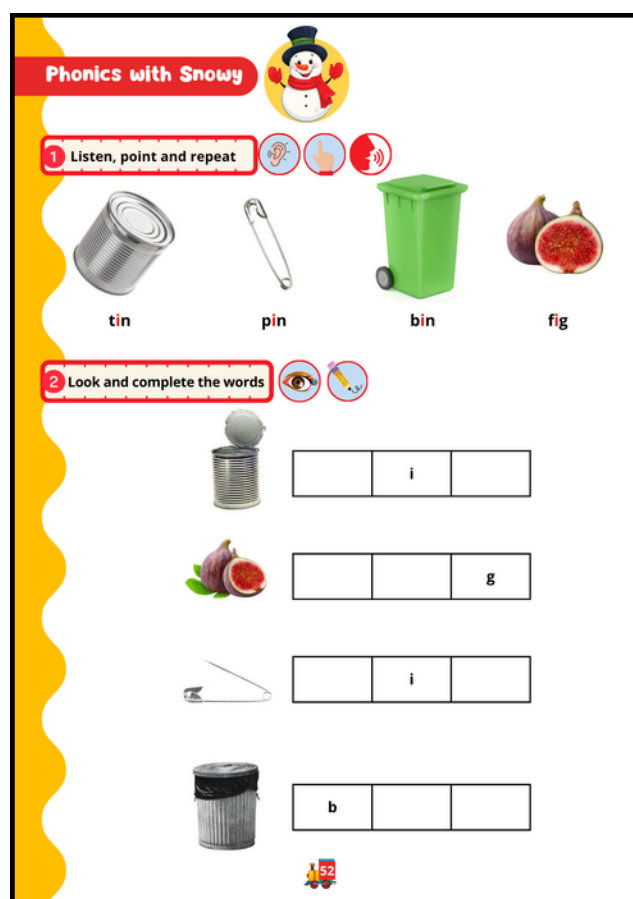
"I see a pin."

Assessment

Observe pronunciation during repetition.

Check blending ability.

Ask individuals to read one word.

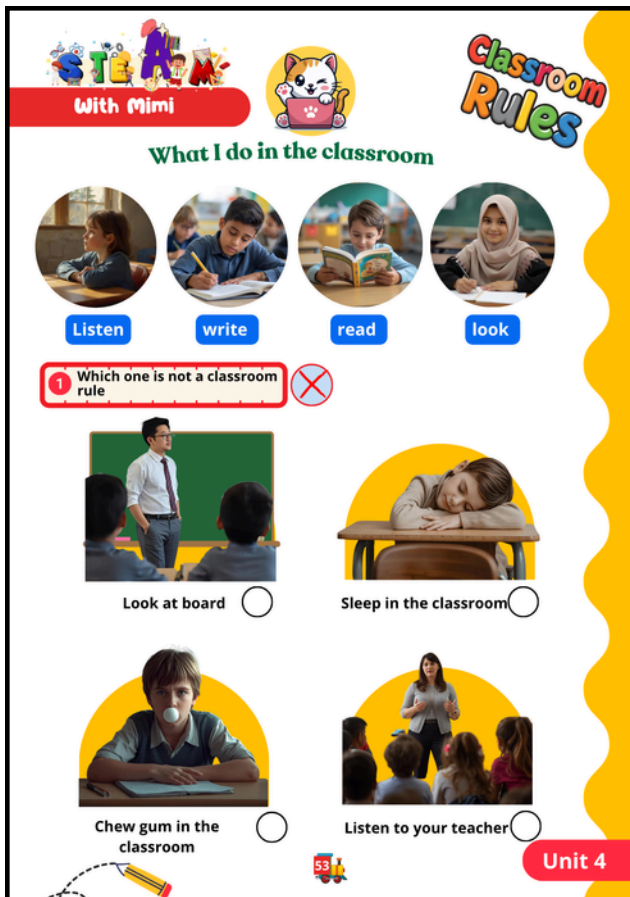


Teaching materials

- Flashcards (fig, bin, pin, tin).
- Real objects (if possible: a small bin, safety pin, tin).
- Picture cards.
- Letter cards (f, b, p, t, i, g, n).
- Board and marker.
- Worksheet (like the one shown).
- Audio recording (optional for pronunciation model).

Tips for Teaching

- Keep the /ɪ/ sound short (not like /aɪ/).
- Use gestures (tap your chin for each sound).
- Encourage shy pupils to repeat.
- Correct gently and model clearly.
- Use praise to build confidence.
- Use games (e.g., "Sound hunt" – find objects with /ɪ/ sound).
- Check mouth shape: relaxed lips, short sound.



Aims:

By the end of the lesson, pupils will be able to:
 Identify classroom actions (look, read, write, listen).
 Recognise correct and incorrect classroom behaviour.
 Use simple sentences:
 We should...
 We shouldn't...
 Follow basic classroom rules.

Teaching materials

Flashcards of actions
 Real objects (book, pen, board)
 Whiteboard and markers
 Picture chart
 Worksheets (matching or colouring)
 Role-play cards

Assessment

Observe pupils during activities.
 Check pronunciation and participation.

Teaching Methods

Warm-up

Ask: What do we do in the classroom?

Mime actions (reading, writing, sleeping) and let pupils guess.

Encourage choral repetition.

Presentation

Show the pictures one by one.

Teach vocabulary using gestures:

Look
 Read
 Write
 Listen
 Sleep
 Chew gum

Model sentences:

We look at the board.
 We listen to the teacher.
 We don't sleep in class.

Practice

Activity 1: Yes or No

Show a picture.

Pupils say: Yes, we should. / No, we shouldn't.

Activity 2: Mime Game

One pupil mimes an action.
 Others guess: You are writing!

Activity 3: Sorting Activity

Two columns on the board:

✓ Good behaviour

✗ Bad behaviour

Pupils place actions in the correct column.

Production

Pupils say or write:

In the classroom, we should...

In the classroom, we shouldn't...

Tips for Teaching

Use plenty of gestures and facial expressions.
 Encourage choral repetition first, then individual speaking.

Keep instructions short and clear.

Praise positive responses.

Relate rules to real classroom behaviour.

Use classroom management language consistently:

Eyes on me.

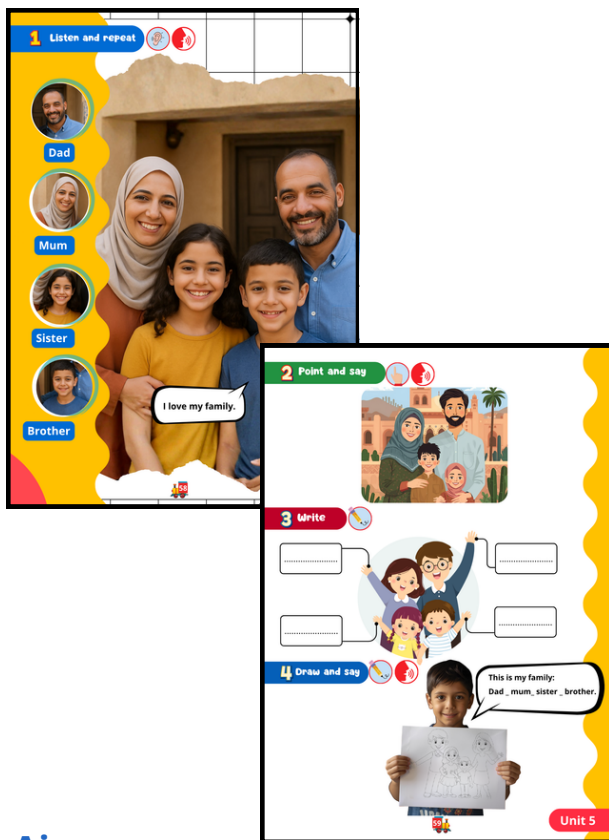
Listen carefully.

Good sitting.

Unit 5

My family members





Teaching Methods

Warm-up

Show a picture of a family.

Ask: Who is this? (Point to dad/mum etc.)

Let students guess in their own language first if needed.

Presentation

Show flashcards (Dad, Mum, Brother, Sister).

Say the word clearly → Students repeat (choral repetition).

Use actions:

Dad (strong arms)

Mum (hug gesture 🤗)

Brother (wave like a boy)

Sister (wave like a girl)

Practice

Activity 1: Point and Say

Teacher says: "Point to dad."

Students point to the correct picture.

Activity 2: Repeat the Sentence

Model: "This is my dad."

Students repeat.

Practice with all family members.

Production

Draw and Say

Students draw their family.

They say:

"This is my mum."

"This is my brother."

If students are shy, let them work in pairs first.

Tips for Teaching

Use simple language.

Speak slowly and clearly.

Use gestures and facial expressions.

Encourage all students to speak.

Praise students often ("Good job!" "Well done!")

If a student doesn't have a brother/sister, teach:

"I don't have a brother."

Aims:

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

Identify and say family members (dad, mum, brother, sister).

Use simple sentences:

"This is my ..."

"I love my family."

Match pictures with correct words.

Draw and talk about their own family.

Teaching materials

Flashcards (Dad, Mum, Brother, Sister)

Family picture (from book)

Whiteboard & markers

Student worksheet

Crayons / pencils

Real photos (optional – teacher's family photo)

Assessment

Informal Assessment

Observe students during speaking.

Check if they can:

Say family words correctly.

Aims:

By the end of the lesson, pupils will be able to:

Identify and say family members (grandpa, grandma).

Use simple greetings (Hello my children).

Describe people in pictures.

Write simple words or sentences about family members.

Improve speaking and writing skills.

Teaching Methods

Warm-up

Greet pupils: "Hello children!"

Ask: Who do you live with?

Revise family vocabulary (mother, father, sister, brother).

Look and Say

Show the pictures.

Ask: Who is he? (Grandpa)

Ask: Who is she? (Grandma)

Pupils repeat: Grandpa / Grandma.

Read the speech bubble together: "Hello my children."

Practice pronunciation (choral and individual repetition).

Role play: One pupil acts as grandma and says, "Hello my children."

Look and Write

Pupils look at the picture.

Ask: Who do you see? (Grandpa, grandma, children)

Ask: What are they doing? (Reading a book)

Help pupils write simple answers:

Grandpa

Grandma

OR simple sentences:

This is grandpa.

Grandma is reading.

Tips for Teaching

- Use gestures and pictures to explain meaning.
- Encourage shy pupils to speak.
- Use repetition for better pronunciation.
- Keep instructions simple.
- Praise pupils: "Good job!", "Well done!"
- Use pair work for speaking practice.
- Connect lesson to pupils' real families.

5 Look and say  

6 Look and write  



Assessment

Ask individual pupils: Who is this?

Listen to pronunciation.

Check participation in role play.

Check spelling of words (grandpa, grandma).

Check correct sentence writing.

Teaching materials

- Student's book (page shown).
- Flashcards (grandpa, grandma, family).
- Real family photos (if possible).
- Board and markers.
- Audio (if available).
- Word cards.

7 Colour 



Grandma

8 Listen and repeat  



Hi Ali, Do you have a brother?

Hi Sofia. Yes, I have one brother and one sister.

 **Unit 5**

Aims:

By the end of the lesson, students will be able to:
Identify and say family members (grandma, brother, sister).

Ask and answer questions using:

Do you have a brother/sister?

Yes, I have... / No, I don't.

Improve listening and speaking skills.

Build confidence in simple conversations.

Teaching materials

Student's book (page shown)

Flashcards (grandma, brother, sister, mother, father)

Real pictures or family photos

Board and markers

Audio recording (if available)

Colouring pencils (for the "Grandma" picture)

Assessment

Observe pair conversations.

Check pronunciation.

Ask individual students questions.

Teaching Methods

Warm-up

Greet students.

Ask: Who is in your family?

Show a family picture and elicit words.

Presentation

Vocabulary (Grandma)

Show the picture.

Say: This is Grandma.

Students repeat (choral and individual repetition).

Ask: Is she young or old?

Ask: What is she doing? (She is holding cookies.)

Structure Write on the board:

Do you have a brother?

Yes, I have one brother.

No, I don't.

Model the dialogue with a student.

Practice

Listening & Repeat

Students listen and repeat the dialogue.

Practice in pairs.

Pair Work

Students ask each other:

Do you have a brother?

Do you have a sister?

Colouring Activity

Students colour the Grandma picture.

While colouring, ask:

Who is she?

Is she your grandma?

Production

Students make their own short dialogue:

Example:

A: Do you have a sister?

B: Yes, I have one sister.

Some pairs perform in front of the class.

Tips for Teaching

Use gestures and facial expressions.

Speak slowly and clearly.

Use real-life examples (ask about their real families).

Encourage shy students gently.

Repeat new vocabulary several times.

Use games (e.g., "Find someone who has a brother").

Aims:

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

Identify and say family vocabulary:

Mom, Dad

Brother, Sister

Grandma, Grandpa

Sing the song with correct pronunciation and rhythm.

Express love for their family using:

I love my family.

Develop listening and speaking skills.

Teaching Methods

Warm-up

Greet students happily.

Ask: Who is in your family?

Show your own family photo and say:

"This is my mom. This is my dad."

Presentation

Teach Vocabulary

Show flashcards one by one.

Say the word → Students repeat (3 times).

Use actions:

Mom (hug yourself)

Dad (strong arms)

Grandma (pretend old voice)

Grandpa (walk slowly)

Brother (boy gesture)

Sister (girl gesture)

Listening Stage

Play the song.

Students just listen.

Ask: "What words did you hear?"

Practice Singing

Play again → students repeat line by line.

Clap rhythm together.

Divide class into groups:

Group 1: Mom, Dad

Group 2: Brother, Sister

Group 3: Grandma, Grandpa

Boys vs Girls singing

Production Activity

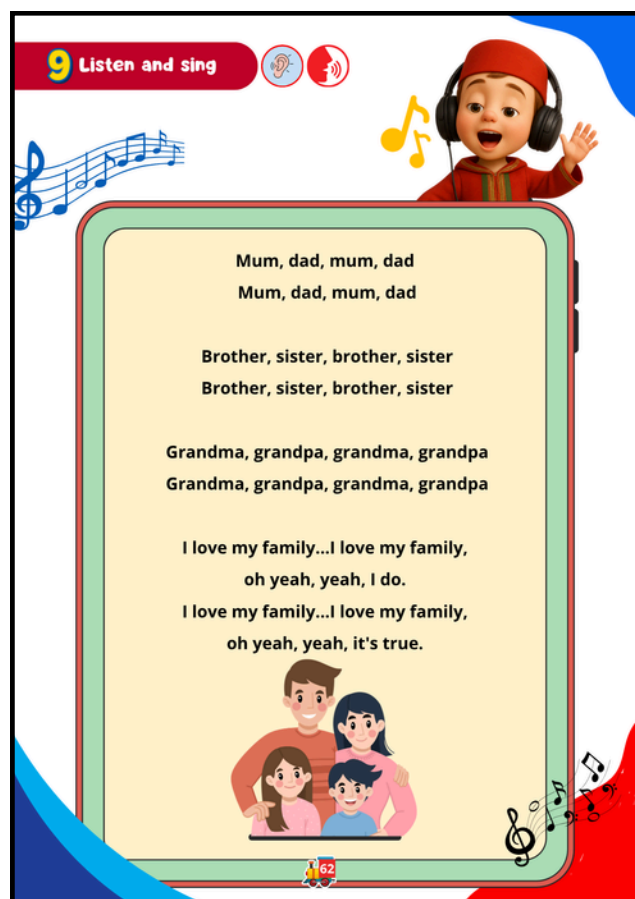
Activity 1: My Family Drawing

Students draw their family.

They say: "This is my mom. I love my family."

Activity 2: Family Tree Poster

Students stick pictures under correct names.



Assessment

Observe if students can:

Say family words correctly.

Sing parts of the song.

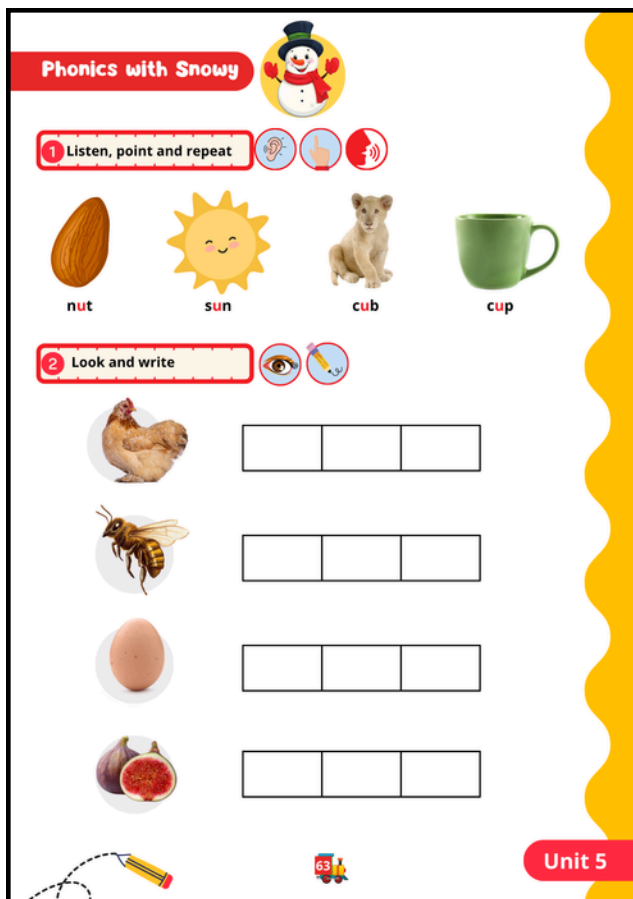
Answer: "Who is this?"

Teaching materials

- Student's book (page shown)
- Flashcards (mom, dad, brother, sister, grandma, grandpa)
- Real family photos (teacher's or students')
- Audio recording of the song
- Board and markers
- Small family tree poster
- Stickers or stars for encouragement ★

Tips for Teaching

- Use lots of gestures and facial expressions.
- Keep energy high – it's a song lesson!
- Repeat many times (young learners need repetition).
- Encourage shy students gently.
- Use praise: "Excellent!" "Good job!"
- Move around the classroom.
- Don't correct too much during singing – focus on fluency.



Aims:

- Speak slowly and clearly.
- Use gestures and point to colours.
- Encourage shy students gently.
- Correct pronunciation politely.
- Use games (Colour Hunt: Find something red!).
- Praise students to build confidence.

Teaching materials

- Student book page
- Flashcards (nut, sun, cub, cup, hen, bee, egg, fig)
- Letter cards (n, u, t, s, c, b, p, etc.)
- Whiteboard & markers
- Real objects (if possible) – cup, egg
- Phonics song (short vowel “u”)
- Worksheets for extra practice gently.
- Correct pronunciation politely.
- Use games (Colour Hunt: Find something red!).
- Praise students to build confidence.

Assessment

- Observe pronunciation.
- Check if students blend sounds correctly.
- Listen during repetition.
- Check spelling in boxes.
- Give short worksheet (circle correct word).
- Ask individual students:
 - “What is this?” (show picture)
 - “Spell sun.”

Teaching Methods

Warm-up

- Sing a short phonics song.
- Revise previous letter sounds.
- Show letter Uu and ask:
 - “What sound does U make?” (/u/)

Presentation

- Listen, Point and Repeat
- Show each picture (nut, sun, cub, cup).
- Say the word slowly.
- Students repeat.
- Clap syllables (1 clap each word).
- Emphasize short /u/ sound.
- Example: Teacher: “sss-uuu-nn → sun”
- Students repeat

Practice

- Blending Activity
- Write: s + u + n
- Blend together: sun
- Do the same for nut, cub, cup.
- Look and Write Students look at:
 - hen
 - bee
 - egg
 - fig
- Students say the word first, then write it in boxes.
- Production Activity
- Match word cards to picture cards.
- Sound race (Who can read fastest?)
- Air writing letters.
- Pair work: one says word, one writes.

Tips for Teaching

- Speak clearly and slowly.
- Always model pronunciation first.
- Encourage repetition (3 times rule).
- Use actions (pointing, clapping).
- Praise students often.
- Correct gently.
- Keep activities short and active.
- Use real objects when possible.
- For weak students:
 - Focus on sound blending.
 - Use finger tracking under letters.
- For strong students:
 - Ask them to make simple sentences:
 - “The sun is hot.”
 - “I see a cub.”

Aims:

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

Identify and say animal family vocabulary:

rooster, hen, egg, chick

cow, bull, calf

Identify and say family members:

mum, dad, brother, sister

Use simple sentences:

"This is a rooster."

"This is my family."

"I love my family."

Match animal parents with babies.

Teaching Methods

Warm-up

Ask: "Do you have a family?"

Show a picture of your family and say: "This is my family."

Let students repeat.

Presentation

Step 1: Listen and Repeat

Point to each picture.

Say clearly: "Rooster" → Students repeat.

Use gestures and sounds (cock-a-doodle-doo).

Repeat for: hen, egg, chick, cow, bull, calf.

Step 2: Drill

Say the word softly/loudly.

Boys say it, girls say it.

Individual students repeat.

Practice

Matching Game

Mix flashcards.

Students match:

rooster + hen + chick

cow + bull + calf

Ask: "Who is the baby?"

"Who is the father?"

"Who is the mother?"

Family Vocabulary

Show dinosaur family picture.

Teach: mum - dad - brother - sister

Model sentence:

"This is mum." - "This is dad."

Students repeat.

Pair work: Student A: "Who is this?" Student B:

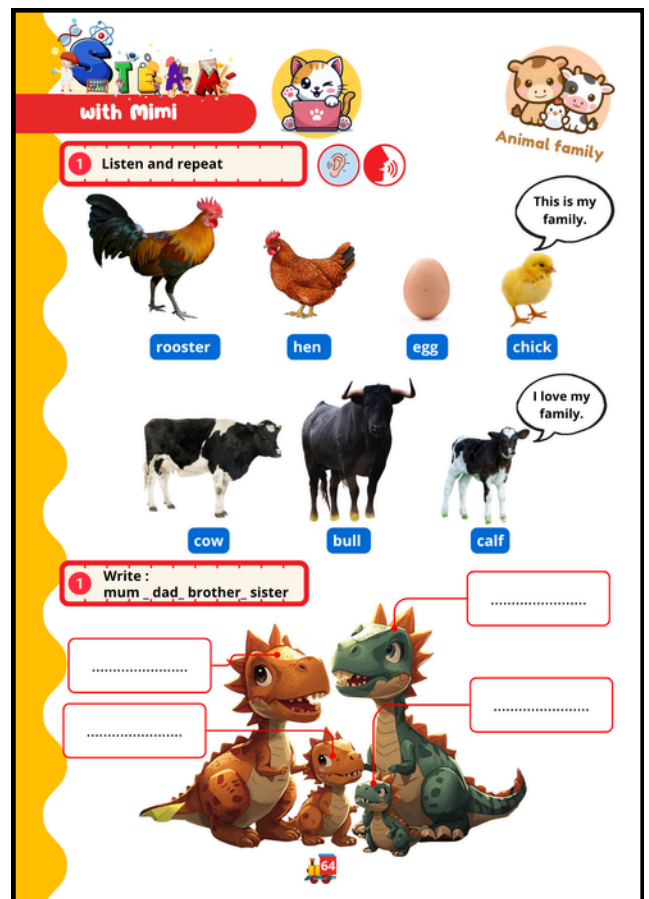
"This is mum."

Speaking Practice

Students say: "This is my family."

"I love my family."

Let 2-3 students come to the front and speak.



Teaching materials

Student book page (picture shown)

Flashcards (rooster, hen, egg, chick, cow, bull, calf)

Family flashcards (mum, dad, brother, sister)

Real pictures or toy animals (if available)

Board and markers

Audio (for listen and repeat)

Worksheet for matching activity

Tips for Teaching

Use gestures and animal sounds.

Use simple language.

Repeat many times.

Encourage shy students.

Use games (point and say, flashcard race).

Smile and praise: "Good job!" "Excellent!"

For young learners:

Keep activities short (5-10 minutes).

Use movement (stand up when you hear 'cow').

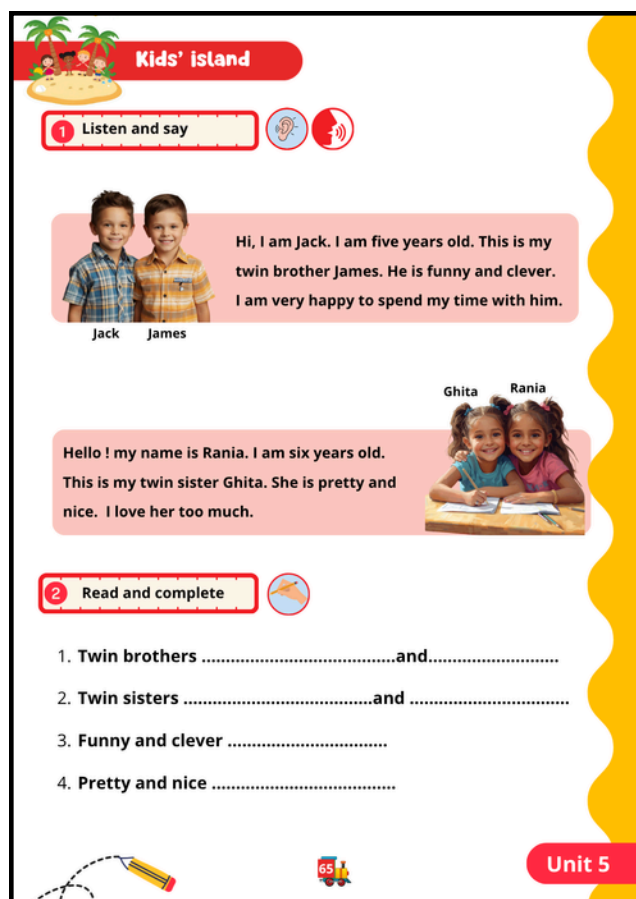
Assessment

Make sure if your pupils :

can say the vocabulary correctly.

Can match animal parents and babies.

Can say "This is my family".



Aims:

By the end of the lesson, pupils will be able to:
 Introduce themselves (name and age).
 Identify and use vocabulary about family (twin brother / twin sister).
 Use simple adjectives (funny, clever, pretty, nice).
 Complete simple sentences based on a short text.
 Improve listening and speaking skills.

Teaching materials

Pupil's book (page shown)
 Flashcards (brother, sister, funny, clever, pretty, nice)
 Pictures of twins (boys and girls)
 Board and markers
 Audio recording (if available)
 Name cards for role-play

Assessment

Make sure if your pupils can say:
 My name is _.
 I am _ years old.
 _ use adjectives correctly?
 _ complete sentences correctly.
 _ observe spelling of names and adjectives.

Teaching Methods

Warm-up

Greet the pupils.

Ask:

What is your name?

How old are you?

Revise numbers (5, 6).

Presentation

Show the picture of Jack and James.

Read the text aloud.

Pupils listen and repeat.

Ask comprehension questions:

Who is five years old?

Who is funny and clever?

Repeat the same steps with Rania and Ghita.

Practice

Activity 1: Listen and repeat

Pupils repeat sentences.

Practice pronunciation of:

twin brother

twin sister

funny

clever

pretty

nice

Activity 2: Pair work

Pupils practice introducing themselves:

Hi, I am _.

I am _ years old.

This is my twin _.

Production

Write and Complete Guide pupils to answer:

Twin brothers: Jack and James

Twin sisters: Rania and Ghita

Funny and clever: James

Pretty and nice: Ghita

Let pupils read answers aloud.

Tips for Teaching

Use gestures and facial expressions to explain adjectives.

Encourage shy pupils with simple questions.

Use repetition (young learners need it).

Use praise: "Excellent!", "Good job!"

Keep instructions short and clear.

Use games (matching game, flashcard game).

Unit 6

My body





Aims:

By the end of the lesson, pupils will be able to:
Identify and name basic body parts (hair, eyes, nose, ear, mouth).

Say simple sentences:

"I've got a nose."

"This is my mouth."

Listen and point to the correct body part.

Describe the snowman using simple words.

Teaching materials

Student's book (the picture page)

Flashcards (hair, eyes, nose, ear, mouth)

A doll / toy / realia

Board and markers

Small mirror (optional)

Worksheet for matching (optional)

Assessment

Make sure if your pupils can :

- _ point to correct body parts?
- _ say the words correctly?
- _ make a simple sentence?

Teaching Methods

Warm-up

Sing a short song like "Head, Shoulders, Knees and Toes."

Ask: "Where is your nose?" (Students point.)

Presentation

Show the picture. Ask:

Who is this? (A snowman.)

Who is this? (A boy/girl.)

Read the speech bubble: "Hello! I am a snowman. I've got a nose, a mouth and eyes."

Repeat together.

Teach vocabulary:

Show flashcard → Say the word → Students repeat.

Touch your own face when saying each word.

Example: Teacher: "Eyes."

Students: "Eyes." (Point to eyes)

Practice

_ Point and say Teacher says: "Nose!"

Students point to their nose.

_ Listen and touch Teacher says: "Touch your mouth."

_ Pair work Student A: "What's this?"

Student B: "It's a nose."

_ Snowman game Draw a snowman on the board.

Call students to draw:

"Draw the eyes."

"Draw the mouth."

Production

Students say:

"I've got two eyes."

"I've got a nose."

"This is my hair."

Stronger students:

"The snowman has got eyes and a nose."

Tips for Teaching

Use gestures and actions.

Speak slowly and clearly.

Repeat words many times.

Use games to keep young learners active.

Praise students: "Good job!" "Excellent!"

Use real examples (point to real body parts).

Keep instructions short and simple.

Aims:

By the end of the lesson, students will be able to:
Identify and name: hair, eyes, ears, nose, mouth
Say simple sentences:
This is my nose.
These are my eyes.
Point to and label parts of the face.
Complete a labeling activity correctly.

Teaching Methods

Warm-up

Greet students happily.
Sing a short body song.
Touch your face and ask:
"What's this?" (Touch nose, eyes, etc.)

Presentation

Use flashcards or point to your face.
Say clearly:
"This is my nose."
"These are my eyes." (Stress plural form)
Students repeat (choral and individual repetition).
Use a mirror so students touch their own face while speaking.

Practice

Activity 1: Point and Say

Teacher says: "Touch your mouth!"
Students touch and say: "This is my mouth."
Practice singular/plural difference:
One nose → This is
Two eyes → These are

Activity 2: Book Activity

Students look at the picture.
Ask: "What is missing?"
Students write: hair, eyes, nose, mouth, ear.

Production

Pair work:

Student A: "What's this?"
Student B: "This is my ear."

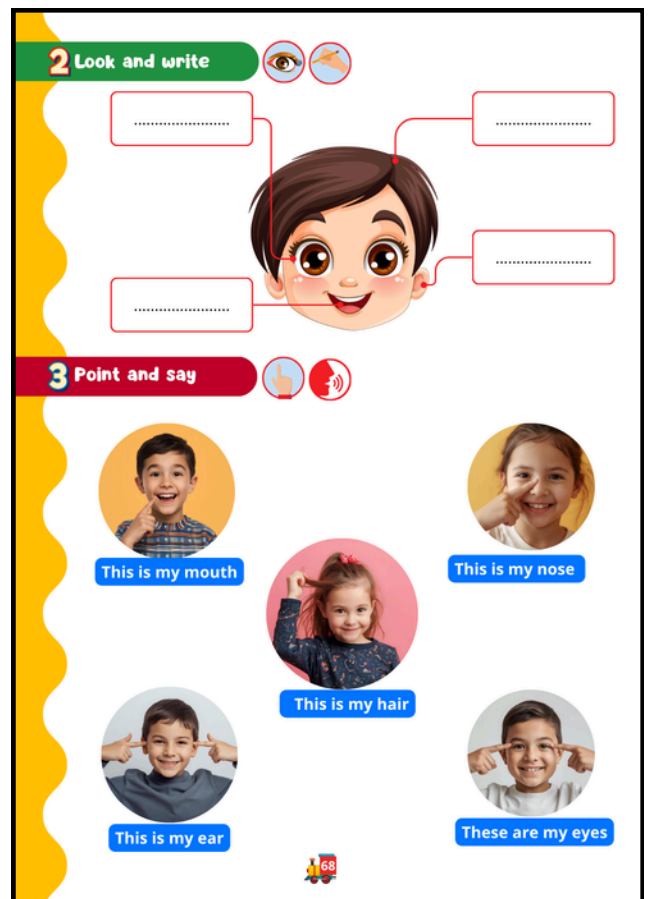
Play a guessing game:

Cover one part of your face.
Students guess.

Assessment

Observe students during:
Pointing activity
Pair speaking
Writing task

Check if your pupils can : _ name the parts. _ use "This is" correctly. _ use "These are" for eyes.



Teaching materials

Student book page
Flashcards (hair, eyes, ears, nose, mouth)
A doll or puppet (optional)
Mirror (very useful!)
Board and markers
Song about body parts (optional – e.g., simple face song)

Tips for Teaching

Use gestures and exaggerated facial expressions.
Speak slowly and clearly.
Drill pronunciation (especially: eyes /aɪz/).
Encourage shy students gently.
Always model first.
Use positive reinforcement: "Excellent!", "Good job!"
For young learners:
Keep activities short.
Use movement.
Use songs and games.



Aims:

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

Identify 6 body parts (arm, hand, finger, leg, knee, foot).

Say the words correctly.

Ask and answer:

"What's this?"

"It's a ___."

Point to and show the correct body part.

Teaching materials

Student's book (page shown)

Flashcards (arm, hand, finger, leg, knee, foot)

A body poster/chart

Real objects (students' own body parts 😊)

Board and markers

Song/video about body parts (optional)

Assessment

Observe students during games.

Check pronunciation.

Check if they respond correctly to commands.

Teaching Methods

Warm-up

Sing a short song like "Head, Shoulders, Knees and Toes".

Ask students to touch their body parts.

Review known vocabulary (head, eyes, etc.).

Presentation

Step 1: Show and Say

Show flashcard: "arm"

Say: "arm" (students repeat 3 times)

Touch your arm and say: "This is my arm."

Repeat for all words.

Step 2: Use the Book Picture

Point to the picture.

Ask: "What's this?"

Answer: "It's a foot."

Students repeat.

Model the question-answer pattern clearly.

Practice

Activity 1: Point and Say

Teacher says: "Touch your knee."

Students touch their knee.

Activity 2: Ask and Answer (Pairs) Student A:

"What's this?" (points)

Student B: "It's a hand."

Activity 3: Game – Simon Says

"Simon says touch your finger."

Makes learning fun and active.

Production

Students come to the front.

Point to a body part on a poster.

Ask classmates: "What's this?"

Class answers.

Tips for Teaching

Use TPR (Total Physical Response) – movement helps memory.

Speak slowly and clearly.

Drill pronunciation (especially "finger" and "knee").

Encourage shy students gently.

Use gestures and facial expressions.

Repeat frequently.

Keep activities short and energetic.

For young learners: movement = better learning.

Aims:

By the end of the lesson, students will be able to:
Identify and name body parts (legs, eyes, mouth, hand).

Match body parts with their functions.

Complete simple sentences using "my + body part".

Say short sentences about body parts correctly.

Teaching Methods

Warm-up

Sing a short song like "Head, Shoulders, Knees and Toes."

Ask students:

"What is this?" (Touch your mouth, eyes, hands, legs)

Presentation

Show flashcards or point to your body:

Mouth → "I speak with my mouth."

Eyes → "I see with my eyes."

Legs → "I run with my legs."

Hand → "I write with my hand."

Have students repeat:

Whole class - Groups - Individually

Practice

Show the book page and ask:

Girl speaking → "I speak with my ____."

Boy closing eyes → "I can't see if I close my ____."

Running boy → "I run with my ____."

Girl writing → "I write my lesson with my ____."

Let students answer orally first:

mouth - eyes - legs - hand

Then let them write the answers.

Activity (Fun Practice)

Game: Simon Says

"Touch your eyes."

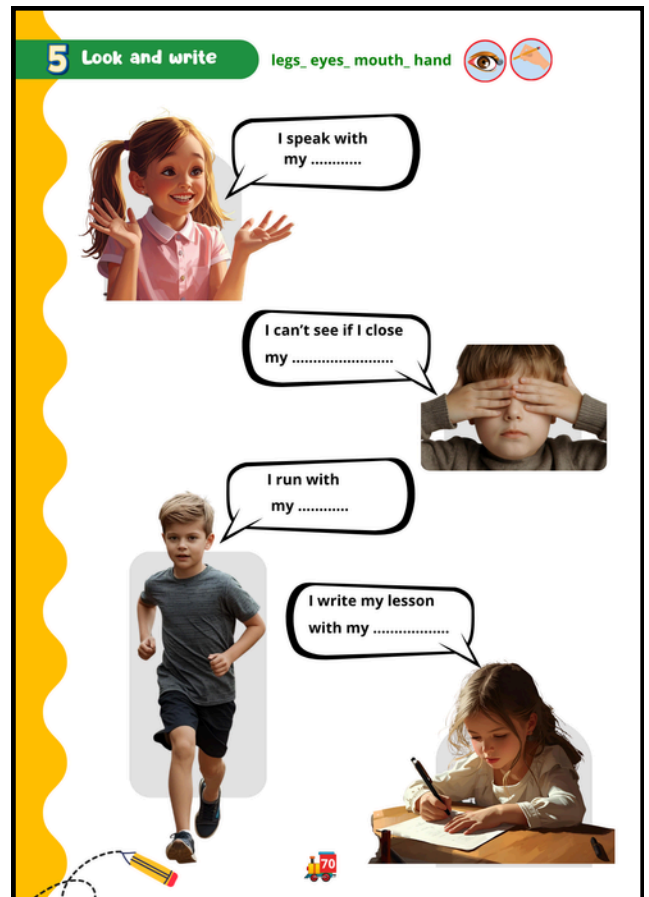
"Show me your hands."

"Jump with your legs."

Pair Work Students ask each other:

"What do you speak with?"

"What do you write with?"



Teaching materials

Student book (page shown)

Flashcards of body parts

Real objects (pen/pencil)

Chart paper or board

Worksheets (fill in the blanks)

Small mirror (optional, for fun activity)

Tips for Teaching

Use gestures and body movement.

Let children touch the body part when saying the word.

Encourage shy students gently.

Use simple language.

Praise correct answers.

Repeat vocabulary many times.

Keep activities short and active.

Assessment

Observe pronunciation.

Check participation.

Ask individual questions.



Teaching Methods

The ways that you preferably should follow :

TPR (Total Physical Response) – students move arms, legs, head.

Listen and repeat

Modelling and imitation

Action-based learning

Choral repetition

Pair/group performance

Warm-up

Greet students.

Show a robot picture.

Ask: What is this? (Robot!)

Move like a robot and let students copy you.

Pre-teach Vocabulary

Teach:

Arms (move arms)

Legs (march)

Head (touch head)

Use TPR:

"Show me your arms!"

"Move your legs!"

"Touch your head!"

Listening Stage

Play the song.

Students just listen.

Ask: What body parts did you hear?

Practice Stage

Step 1: Line by Line

Teacher says: I am a robot → students repeat.

Add actions.

Continue with arms, legs, head.

Step 2: Sing with Actions

Play the song again.

Students sing and move.

Production Stage

Divide class into 3 groups:

Group 1: Arms

Group 2: Legs

Group 3: Head

Each group sings their part with actions.

Tips for Teaching

Use big, clear movements.

Speak slowly and clearly.

Encourage shy students gently.

Repeat many times (young learners need repetition).

Keep energy high and positive.

Use praise: Great job! Excellent robot!

If students are very young:

Shorten the song.

Focus only on arms first.

Aims:

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

Identify and say body parts: arms, legs, head.

Use simple sentences:

I am a robot.

Look at my arms/legs/head.

My arms/legs/head go up and down.

Follow actions in a song.

Develop listening and speaking skills.

Build confidence through singing and movement.

Teaching materials

Student's book (page with the song)

Audio of the song

Flashcards (robot, arms, legs, head)

A toy robot or picture

Board and markers

Space for movement

Optional: robot mask or simple costume

Assessment

Make sure if your pupils can :

_ say "arms, legs, head"

_ follow actions.

_ sing simple lines.

Aims:

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

Identify and name basic colours.

Recognize and say:

"I am a robot."

"I am a snowman."

Develop fine motor skills through colouring.

Improve speaking confidence through simple sentence practice.

Identify winter-related vocabulary (snowman, hat, scarf).

Teaching Methods

Warm-up

Sing a colour song (e.g., "Red, Yellow, Blue").

Show crayons and ask:

"What colour is this?"

Quick revision of basic colours.

Presentation

Show the robot picture.

Ask:

What is this? (Robot)

Is it a boy or a robot?

Say together: "I am a robot."

Repeat with the snowman:

What is this? (Snowman)

Where do we see a snowman? (Winter)

Say together: "I am a snowman."

Model the sentences clearly:

Teacher points and says dramatically:

"I am a robot!"

"I am a snowman!"

Have students repeat.

Practice

Give instructions:

"Colour the robot."

"Colour the snowman white."

Ask:

"What colour is the scarf?"

"What colour is the hat?"

Encourage creativity but guide colour vocabulary.

While students colour:

Walk around and ask:

"What colour are you using?"

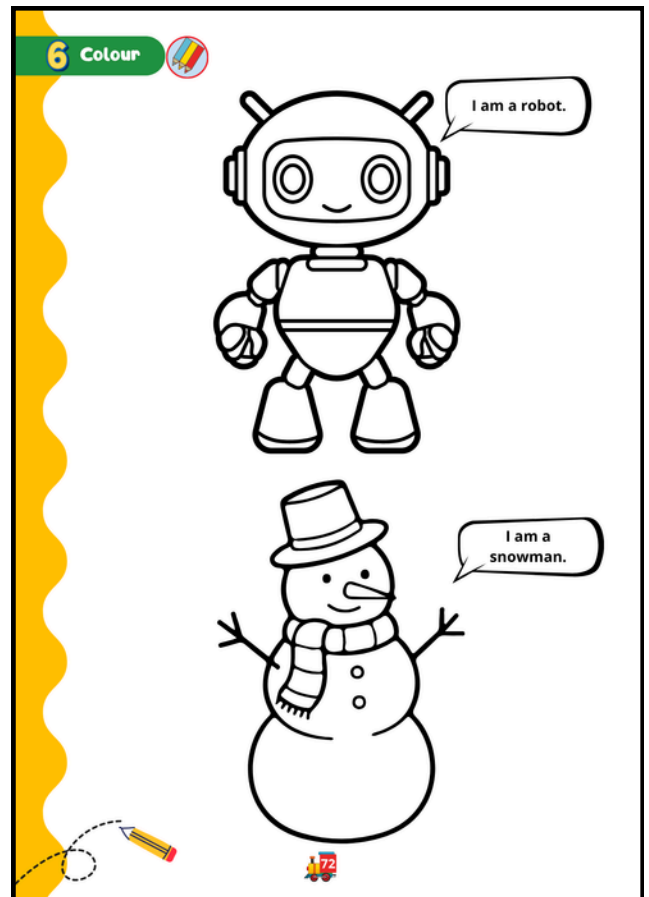
"Who are you?" (Student answers: "I am a robot.")

Speaking Practice

Role-play activity:

Half the class = robots

Half the class = snowmen



Teaching materials

The worksheet (robot & snowman page)

Crayons / coloured pencils

Flashcards of colours

Flashcards or real pictures of:

Robot

Snowman

Whiteboard & markers

Optional: real objects showing colours

Optional: a toy robot or snowman picture

Tips for Teaching

Use gestures and body movement.

Speak slowly and clearly.

Repeat sentences many times.

Encourage full sentences, not one-word answers.

Praise students while colouring.

Allow creative colouring (no need for strict colours).

For shy students, let them repeat in groups first.

For weaker learners:

Use pointing and modelling.

Provide sentence frames on the board.

Assessment

Name at least 3 colours correctly.

Identify robot and snowman.



Teaching Methods

Warm-up

Review letter S sound.

Ask: "What sound does S make?"

Show pictures and ask students to name them.

Presentation

Write sh on the board.

Model the sound clearly:

"Shhhhh" (like asking for silence).

Show mouth position:

Lips slightly forward

Air comes out smoothly

Students repeat:

Individually

In groups

Boys / Girls

Practice

Activity 1: Listen, Point and Repeat

Play audio or say the words:

Ship

Shark

Sheep

Students point and repeat.

Drill pronunciation.

Activity 2: Complete the Words

fish

dish

brush

Ask:

"What sound do you hear?"

Students fill in sh.

Write answers on board and check together.

Activity 3: Listen and Repeat (Tongue Twister)

Say slowly first:

"She sells seashells..."

Break into chunks:

She sells

seashells

by the seashore

Say slowly → medium → faster

Make it fun like a challenge!

Tips for Teaching

Use the "quiet sound" gesture to remind students of /sh/.

Use mirrors so students can see lip position.

Contrast /s/ and /sh/:

sip – ship see – she

Use actions:

Pretend to sail (ship)

Pretend to swim (shark)

Keep drilling short and energetic.

Praise correct pronunciation immediately.

Aims:

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

Recognize the /sh/ sound.

Pronounce /sh/ correctly at the beginning of words.

Identify and complete words with sh.

Say a simple tongue twister with correct pronunciation.

Differentiate between /s/ and /sh/ sounds (if appropriate for level).

Teaching materials

Student's book page (picture provided)

Flashcards (ship, shark, sheep, fish, dish, brush)

Real objects (if possible: brush, dish)

Audio recording (if available)

Board and markers

Small mirror (optional – for mouth position practice)

Worksheet for extra practice

Mini whiteboards (optional)

Assessment

Listen to students individually pronounce:

ship

fish

brush

Observe during repetition.

Aims:

By the end of the lesson, students will be able to:
Identify body parts (nose, hands, feet, paws, wings).
Count and match numbers (one, two, ten) with body parts.

Say simple sentences:

"Man has two feet."

"Cat has four paws."

"Eagle has two wings."

Improve speaking and listening skills.

Teaching Methods

Warm-up

Sing a short song like "Head, Shoulders, Knees and Toes."

Ask:

"How many hands do you have?"

"Show me your nose!"

Presentation

Step 1: Teach Vocabulary

Show flashcards and say:

Nose (students repeat)

Hands - Feet - Paws - Wings-

Use actions:

Touch your nose

Raise your hands

Stamp your feet

Flap arms like wings

Step 2: Teach Numbers

Show number cards:

One (show 1 finger)

Two (show 2 fingers)

Ten (show all fingers)

Count fingers together.

Practice

Activity 1: Look and Match

Ask:

How many noses? (One)

How many hands? (Two)

How many fingers? (Ten)

Let students draw lines to match.

Activity 2: Look and Write

Guide students:

Man has two feet.

Cat has four paws.

Eagle has two wings.

Write the words on the board for support.

Fun Practice Activities

Action Game

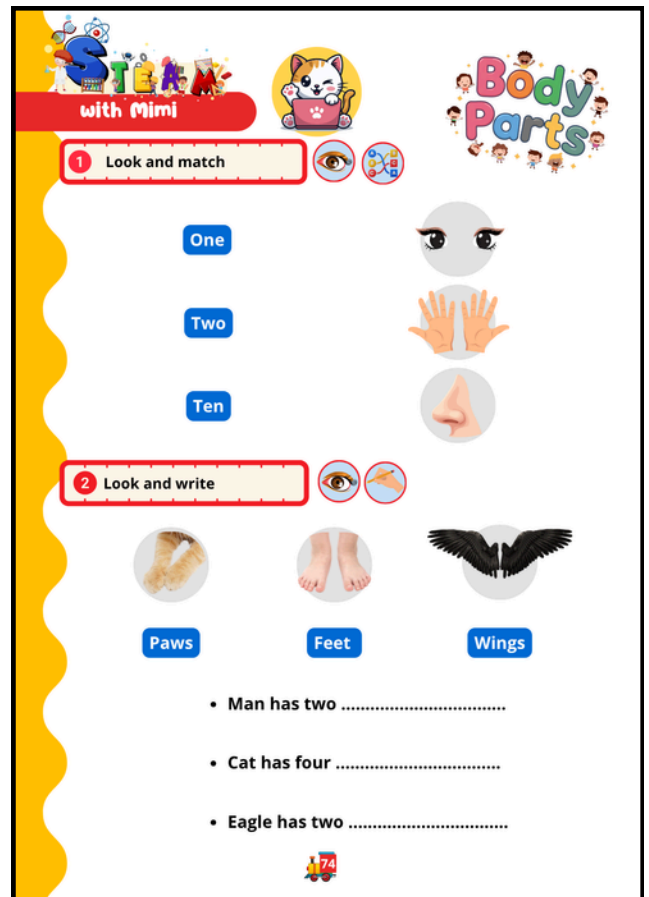
Say: "Touch your two feet!" - "Show me ten fingers!"

"Flap your two wings!"

Students perform the actions.

Toy Demonstration

Use a toy cat or bird: "How many paws?" - "How many wings?"



Teaching materials

Flashcards (nose, hands, feet, paws, wings)

Number cards (1, 2, 10)

Real objects / pictures

The worksheet (shown in the picture)

Board and markers

A soft toy (cat or bird if possible)

Tips for Teaching

Use Total Physical Response (TPR) – young learners learn better with movement.

Speak slowly and clearly.

Repeat new words many times.

Use gestures and facial expressions.

Praise students: "Good job!" "Excellent!"

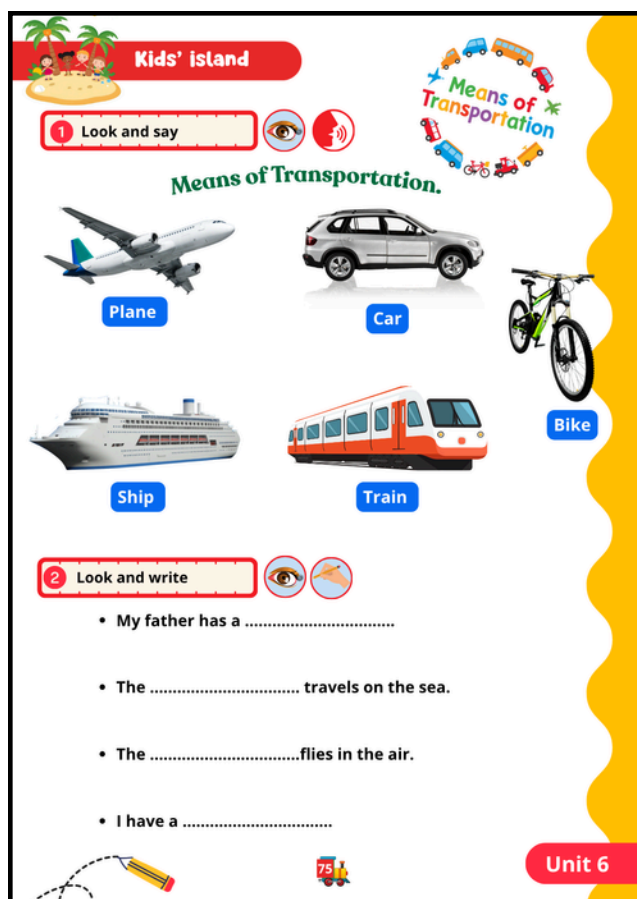
Assessment

Make sure if your pupils can :

point to the correct body part.

say the word correctly.

count correctly.



Aims:

By the end of the lesson, students will be able to:
Identify and name means of transportation (plane, car, ship, train, bike).

Match pictures with correct words.

Use simple sentences:

My father has a car.

A ship travels on the sea.

A plane flies in the air.

Improve speaking and listening skills.

Write simple guided sentences correctly.

Teaching materials

Student's book (page shown)

Flashcards (plane, car, ship, train, bike)

Real objects/toys (toy car, toy plane, etc.) if available

Board and markers

Pictures or short video about transportation

Worksheet for practice

Audio (if available)

Assessment

Make sure if your pupils can :

say the vocabulary correctly.

match word to picture.

complete the sentence.

Teaching Methods

Warm-up

Ask: How did you come to school today?

Show flashcards and let students guess the name.

Use TPR (Total Physical Response):

"Fly like a plane!"

"Drive a car!"

"Ride a bike!"

Presentation

Show each picture.

Say the word clearly → Students repeat (choral & individual repetition).

Focus on pronunciation.

Write the words on the board.

Example:

This is a plane.

A plane flies in the air.

Practice

Activity 1: Look and Say

Students name the pictures.

Ask questions:

What is this?

Is this a car or a train?

Activity 2: Look and Write Guide them to complete:

My father has a car.

A ship travels on the sea.

The plane flies in the air.

I have a bike.

Let students read their answers aloud.

Production

Students make their own sentences:

I go to school by ____.

Pair work: Ask and answer.

Tips for Teaching

Use gestures and actions to explain meaning.

Use real-life examples (Ask about their family car).

Encourage shy students to repeat in groups.

Correct gently — focus on pronunciation.

Use games:

Matching game

Guessing game

"What's missing?" game

Keep instructions short and simple.

Aims:

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

Identify and name family members (brother, mum, sister, grandpa, dad, grandma).

Identify and name body parts (nose, hand, head, foot, eyes, leg).

Match words to pictures correctly.

Spell simple vocabulary words correctly.

Use simple sentences (e.g., This is my mum. / This is my hand.).

Teaching Methods

Warm-up

Greet students.

Sing a simple song:

Finger Family Song (for family members)

Head, Shoulders, Knees and Toes (for body parts)

Presentation

A. Family Members

Show flashcards one by one.

Say the word clearly: mum → students repeat (choral & individual repetition).

Ask: Who is this?

Use simple sentences: This is my dad.

B. Body Parts

Point to your body parts while saying the words.

Students repeat and touch their body parts.

Play "Simon Says" (e.g., Touch your nose!).

Practice

Activity 1: Look and Match

Students match family words with pictures.

Check answers together.

Ask: Who is number 1?

Activity 2: Write the Words

Students write: nose, hand, head, foot, eyes, leg.

Model spelling on the board.

Let students spell aloud together.

Production

Students say sentences:

This is my sister.

This is my hand.

Pair work: Student A points, Student B says the word.

Tips for Teaching

Use gestures and facial expressions.

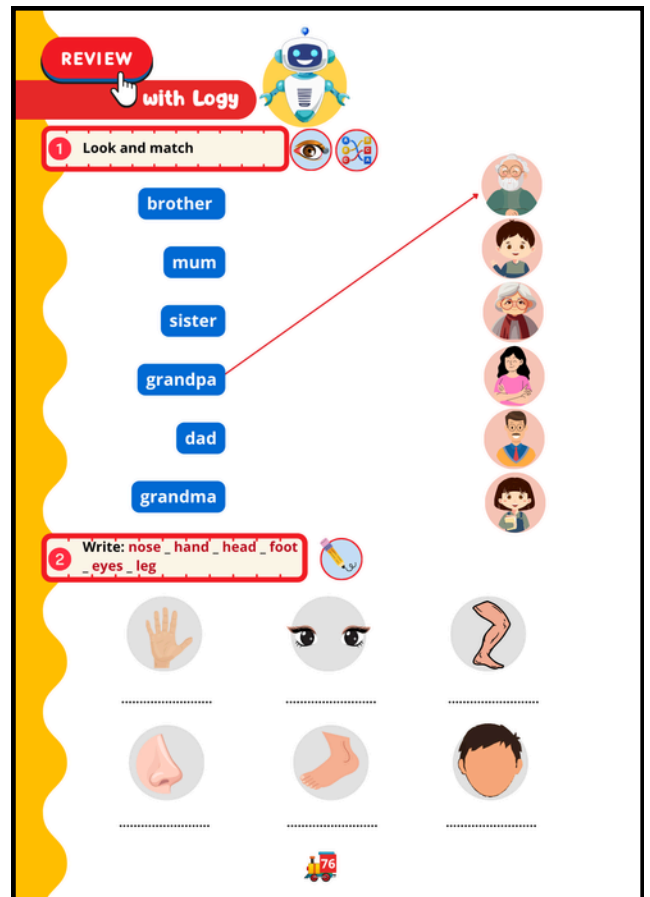
Speak slowly and clearly.

Use repetition (young learners need repetition).

Encourage shy students gently.

Praise students often (Good job! Well done!).

Keep activities short and fun.



Teaching materials

Student's book (page shown)

Flashcards (family members & body parts)

Board and markers

Real objects (optional: point to real body parts)

Sticky notes or word cards

Worksheet for extra practice (optional)

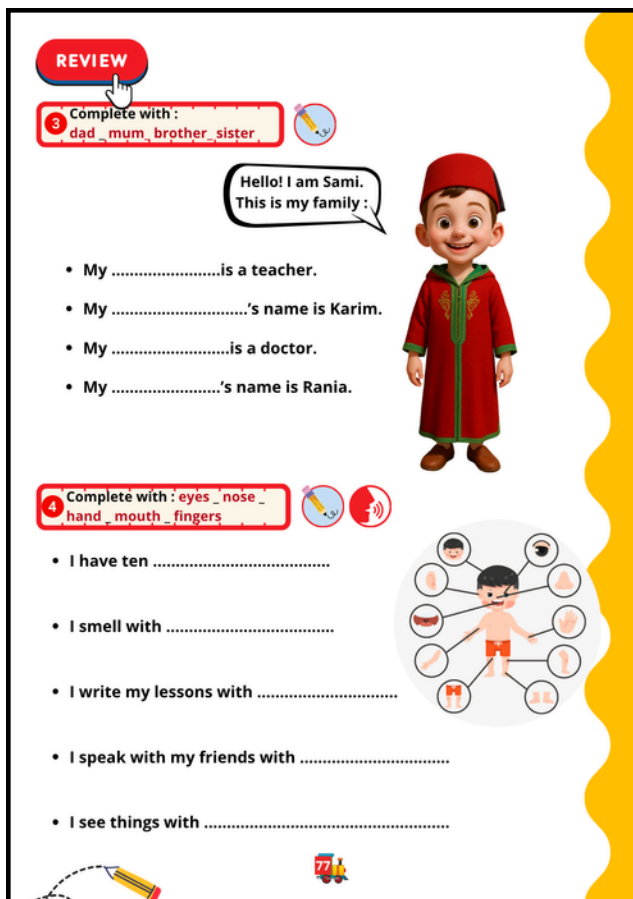
Assessment

Observe pronunciation.

Check matching activity.

Check correct spelling.

Ask individual students to name pictures.



Aims:

By the end of the lesson, pupils will be able to:
 Identify and name family members (dad, mum, brother, sister).
 Use the structure: "My ... is a ..."
 Identify parts of the body (eyes, nose, hand, mouth, fingers).
 Use simple sentences such as:
 I have ten fingers.
 I see with my eyes.
 I smell with my nose.

Teaching materials

Student's book (page shown)
 Flashcards (family members & body parts)
 Real objects (pen, mirror, picture cards)
 Board & markers
 A small family photo (optional)
 Body song video (optional)

Assessment

Observe participation.
 Ask oral questions:
 Who is this?
 What do you smell with?

Teaching Methods

Warm-up

Greet students.

Ask: Who is in your family?

Sing a simple body song (e.g., Head, Shoulders, Knees and Toes).

Presentation

Part 1: Family

Show flashcards (dad, mum, brother, sister).

Drill pronunciation (choral & individual repetition).

Write on board:

My dad is a teacher.

My mum is a doctor.

Explain the possessive form (My brother's name is Karim).

Part 2: Body Parts

Point to your eyes, nose, mouth, hands.

Ask students to repeat.

Use TPR (Total Physical Response):

Touch your nose!

Show me your fingers!

Practice

Students complete the exercise in pairs.

Check answers together orally.

Ask volunteers to read answers aloud.

Correct answers:

My dad is a teacher.

My brother's name is Karim.

My mum is a doctor.

My sister's name is Rania.

I have ten fingers.

I smell with my nose.

I write my lessons with my hand.

I speak with my friends with my mouth.

I see things with my eyes.

Tips for Teaching

Use gestures and body movements.

Encourage shy learners gently.

Use repetition and drilling for pronunciation.

Praise students often.

Use real-life examples (talk about your own family).

Keep instructions short and clear.

Unit 7

Delicious food





Teaching Methods

PPP Method (Presentation – Practice – Production)

Visual learning

Repetition and drilling

Pair speaking activities

Question-answer practice

Teaching Procedure

1. Warm-up

Ask students simple questions:

Do you like pizza?

What food do you like?

Show excitement and encourage answers.

2. Presentation (Vocabulary)

Show the pictures and teach the words:

Point and say:

Banana - Ice cream - Sandwich - Pizza - Orange juice

Apple

Students repeat:

Choral repetition (whole class)

Individual repetition

3. Sentence Presentation

Point to the boy and say:

"I like pizza too much."

Explain meaning simply:

He likes pizza very much.

Write on the board:

I like ____.

Examples:

I like apples.

I like ice cream.

Practice Activity

Activity 1: Point and Say

Teacher points → students say the word.

Example: Teacher: (points to banana)

Students: Banana

Activity 2: Ask and Answer

Teacher asks:

Teacher: What do you like?

Student: I like pizza.

Activity 3: Pair Work

Students ask each other:

Student A: What do you like?

Student B: I like ice cream.

Tips for Teaching

Use gestures and facial expressions.

Let students repeat many times.

Use real food pictures if possible.

Encourage shy students to speak.

Keep the activity fun and active.

Praise students: Good! Excellent!

Aims:

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

Identify common food items: banana, ice cream,

sandwich, pizza, orange juice, apple

Say simple sentences about food preferences.

Use the structure:

"I like ..." / "I like ... too much."

Improve speaking and pronunciation.

Teaching materials

Student's book page (the picture)

Flashcards of the foods

Real objects or toy food (if possible)

Board and markers

Audio or teacher modelling pronunciation

Assessment

Make sure if your pupils can :

Say the vocabulary correctly

Recognize the food pictures

Answer: "What do you like?"

Aims:

By the end of the lesson, students will be able to:
Identify food and drink vocabulary (juice, banana, sandwich, apples).

Use the structures:

I drink ...

I eat ...

I like ...

Me too

Practice simple speaking and writing sentences.

Develop listening and observation skills from pictures.

Teaching Methods

Use communicative and visual teaching methods suitable for young learners.

1. Warm-up

Show food flashcards.

Ask students:

What is this?

Do you like apples?

Do you drink juice?

Students answer: Yes / No I like apples.

2. Look and Say (Picture Discussion)

Show the first pictures.

Ask guiding questions:

What is she doing?

→ She is drinking juice

What is he eating?

→ He is eating a banana

What is she eating?

→ She is eating a sandwich

Write on the board:

I drink juice

I eat a banana

I eat a sandwich

Students repeat.

Writing Activity

Students complete the sentences:

_ I drink juice _ I eat a banana _ eat a sandwich

Teacher walks around to help.

Dialogue Practice

Point to the picture of the two girls.

Read the dialogue:

Girl 1: I like apples.

Girl 2: Me too.

Explain Me too = I like it too.

Students practice in pairs.

Example: Student A: I like apples.

Student B: Me too.

4. Tips for Teaching

Use real food or colourful flashcards to attract attention.

Use gestures:

drinking gesture

eating gesture

Encourage choral repetition for pronunciation.

Let students act out the dialogue.

Use simple language because learners are beginners.

Praise students frequently.



Teaching materials

Student book page (the one in the picture)

Flashcards or pictures of:

juice

banana

sandwich

apple

Real objects (optional): apple, banana, juice

Board and markers

Audio (if available)

Assessment

Make sure if your pupils :

name the food?

say I eat / I drink?

participate in the dialogue?

Quick Check Activity

Ask individual students:

Teacher: What do you drink?

Student: I drink juice.

Teacher: What do you eat?

Student: I eat a banana.



Aims:

By the end of the lesson, students will be able to:
Identify food and drink vocabulary (juice, banana, sandwich, apples).

Use the structures:

I drink ...

I eat ...

I like ...

Me too

Practice simple speaking and writing sentences.

Develop listening and observation skills from pictures.

Teaching materials

Student book page (the one in the picture)

Flashcards or pictures of:

juice

banana

sandwich

apple

Real objects (optional): apple, banana, juice

Board and markers

Audio (if available)

Assessment

Make sure if your pupils can :
name the food.

say I eat / I drink.

participate in the dialogue.

Ask individual students:

Teacher: What do you drink?

Student: I drink juice.

Teacher: What do you eat?

Student: I eat a banana.

Pair Speaking Check

Teaching Methods

Use communicative and visual teaching methods suitable for young learners.

1. Warm-up

Show food flashcards.

Ask students:

What is this?

Do you like apples?

Do you drink juice?

Students answer:

Yes / No

I like apples.

2. Look and Say (Picture Discussion)

Show the first pictures.

Ask guiding questions:

What is she doing?

→ She is drinking juice

What is he eating?

→ He is eating a banana

What is she eating?

→ She is eating a sandwich

Write on the board:

I drink juice

I eat a banana

I eat a sandwich

Students repeat.

3. Writing Activity

I drink juice

I eat a banana

I eat a sandwich

Teacher walks around to help.

4. Dialogue Practice (Activity 3)

Point to the picture of the two girls.

Read the dialogue:

Girl 1: I like apples.

Girl 2: Me too.

Explain Me too = I like it too.

Students practice in pairs.

Example:

Student A: I like apples.

Student B: Me too.

Tips for Teaching

Use real food or colourful flashcards to attract attention.

Use gestures:

drinking gesture

eating gesture

Encourage choral repetition for pronunciation.

Let students act out the dialogue.

Use simple language because learners are beginners.

Praise students frequently.

Aims:

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

Say sentences about food they like.

Use the structure "I like to eat _ because it is _."

Recognize healthy foods like fruit and vegetables.

Improve listening and speaking pronunciation.

Example target sentences:

I like to eat fish because it is tasty.

Fruit and vegetables are good for our health.

I like to eat chicken because it is yummy.

Teaching Methods

1. Warm-up

Ask students simple questions:

What food do you like?

Do you like fish? chicken? apples?

Show pictures and let students answer Yes / No.

2. Presentation

Show the pictures in the book.

Ask questions:

What is the girl eating? → Fish

What is the boy eating? → Fruit and vegetables

What is the girl eating? → Chicken

Read the sentences aloud:

"I like to eat fish because it is tasty."

Students listen and repeat.

Teach vocabulary:

Fish - Chicken - Fruit - Vegetables - Tasty - Yummy

Healthy

Write sentence pattern on the board:

I like to eat _ because it is _.

Practice

Choral repetition Teacher → whole class repeat.

Pair practice Students ask and answer:

Student A: What do you like to eat?

Student B: I like to eat chicken because it is yummy.

4. Production (10 minutes)

Students talk about their favourite food.

Example:

I like to eat apples because they are sweet.

I like to eat rice because it is tasty.

You can also do a food survey activity.

Tips for Teaching

Use real pictures or real food to make learning interesting.

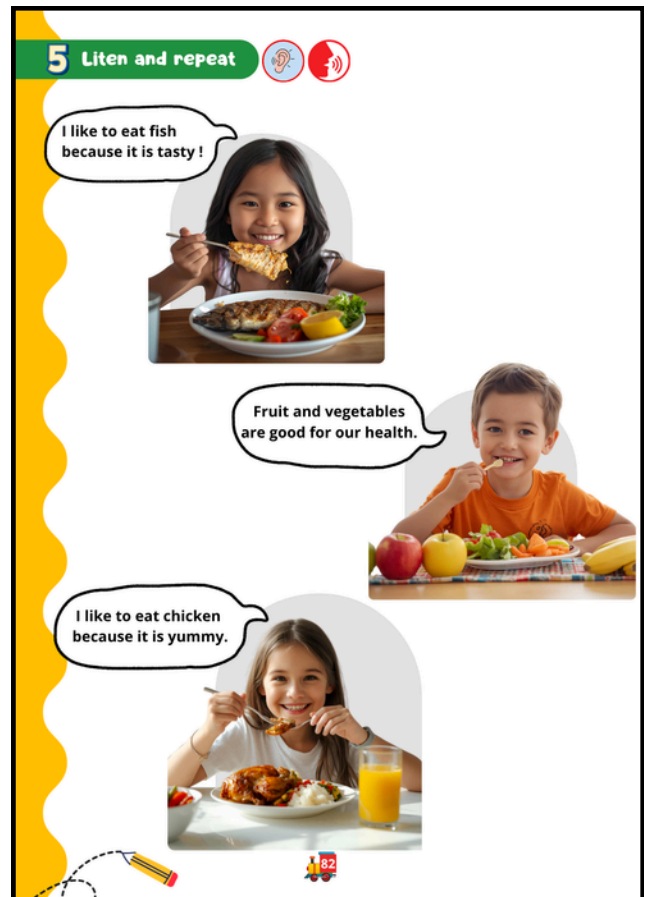
Use gestures and facial expressions for words like yummy or tasty.

Encourage choral repetition to improve pronunciation.

Keep sentences short and simple for young learners.

Praise students when they speak.

Ask many students to repeat individually.



Teaching materials

Student's book page (the picture provided)

Flashcards of foods (fish, chicken, fruit, vegetables)

Real objects or pictures of foods

Board and markers

Audio (if available)

Word cards: fish, chicken, fruit, vegetables, tasty, yummy, healthy

Optional:

Toy food or food pictures

Assessment

Make sure if your pupils can :

Say food vocabulary correctly.

Use the pattern "I like to eat _ because it is _."

Quick Check Activity

Ask students individually:

What do you like to eat?

Why?

Example student answer:

I like to eat fish because it is tasty.



Teaching Methods

Use communicative and interactive methods:

TPR (Total Physical Response) – gestures for hungry/eating

Audio-lingual practice – repetition of song lines

Visual learning – pictures of food

Role-play dialogue

Choral repetition

Warm-up

Teacher asks:

Are you hungry?

What food do you like?

Show food pictures and ask:

Pizza?

Bread?

Students answer:

Yes / No

Pre-teaching Vocabulary

Teach food words using flashcards:

French fries - Cheese - Pancakes - Pizza - Salad - Bread

Technique:

Show picture

Say word

Students repeat (3 times)

Game:

“Touch the food” - Teacher says: Pizza!

Students point to the picture.

Listening Stage

Students listen to the song only.

Teacher asks:

What food did you hear?

Students say words they recognize.

Listen and Repeat

Teacher plays the song again.

Students repeat line by line:

Teacher:

I'm hungry hungry hungry

Students repeat.

Add actions:

Hungry → rub stomach

Here you are → give gesture

Thank you → polite gesture

5. Sing the Song (5 minutes)

Students sing together.

Then:

Boys sing one part

Girls sing another part

Whole class sings

6. Speaking Practice (Role-play) (8 minutes)

Students practice dialogue in pairs.

Example:

Student A: I'm hungry.

Student B: What do you want?

Student A: Pizza please.

Student B: Here you are.

Student A: Thank you very much.

Use toy food or flashcards.

Aims:

By the end of the lesson, pupils will be able to:

Language aims

Use the structure:

I'm hungry.

What do you want?

Learn food vocabulary:

French fries - Cheese - Pancakes - Pizza - Salad - Bread

Skills aims

Listening to a song

Pronunciation and rhythm

Speaking using simple dialogue

Participating in group singing

Attitude aims

Build confidence speaking English

Enjoy learning through music

Teaching materials

Student book page

Audio of the song

Flashcards of foods

Real objects or pictures (pizza, bread, cheese...)

Board and markers

Speaker / audio player

Optional: toy food for role play

Assessment

1. Observation

Teacher checks if students can:

pronounce food words

participate in singing

answer simple questions

2. Speaking check

3. Matching activity

4. Mini role-play

Aims:

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

Recognize and name basic colours (red, yellow, green, brown, orange).

Identify common foods (pizza, apple, orange, banana).

Follow instructions such as "Colour the pizza red".

Develop fine motor skills through colouring.

Teaching Methods

Warm-up

Show colour flashcards.

Ask:

What colour is this?

Students answer:

Red - -Yellow- Green - Orange -

You can also ask:

What colour is an apple?

What colour is a banana?

Presentation

Show the pizza picture.

Ask:

What is this?

Students: Pizza

Teach colours on the pizza:

Example:

Tomato → red

Cheese → yellow

Pepper → green

Mushroom → brown

Say:

Pizza has many colours.

Practice

Give students the worksheet.

Instructions:

Colour the pizza like the picture.

Colour the apple red.

Colour the orange orange.

Colour the banana yellow.

Teacher walks around helping students.

Speaking Practice

Ask individual students:

What colour is the apple?

What colour is the banana?

What colour is the orange?

Students answer with short sentences.

Example:

The apple is red.

The banana is yellow.

Tips for Teaching

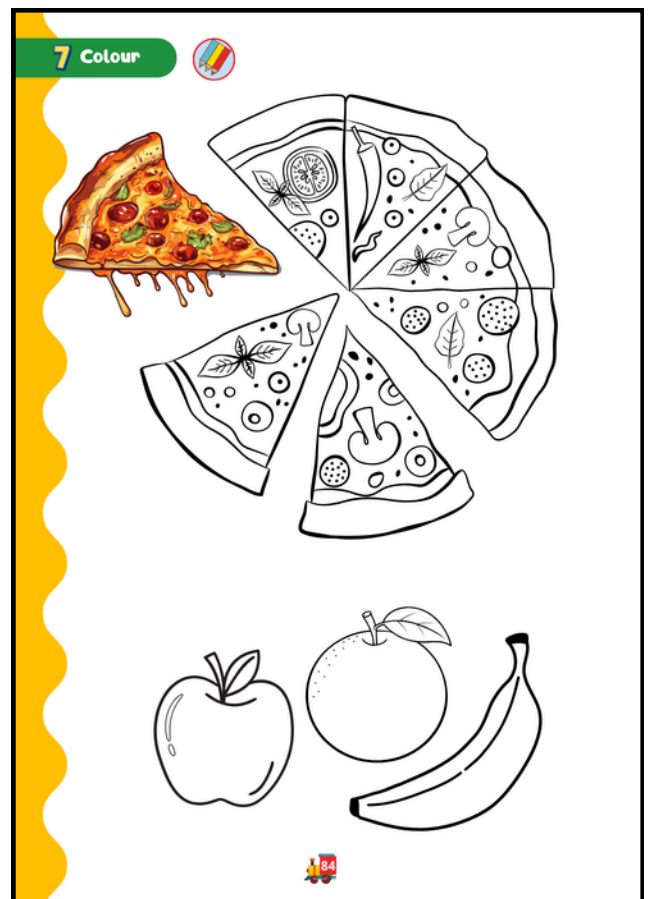
Use real fruits if possible. Children understand better.

Let students repeat colours aloud.

Use gestures and pointing.

Encourage students to show their coloured pictures.

Keep instructions short and simple.



Teaching materials

You will need:

The worksheet (shown in the picture)

Colour pencils / crayons

Flashcards of colours

Pictures or real fruits (apple, orange, banana)

Board and markers

Optional:

Toy food or plastic fruits

A short colour song

Assessment

Make sure if you can :

Use correct colours

Follow instructions

Questions

Ask:

What colour is the apple?

What colour is the banana?

Worksheet Check

Look at their colouring:

Apple → red

Orange → orange

Banana → yellow



Aims:

By the end of the lesson, students will be able to:
 Recognize the "TH" sound in words.
 Pronounce the /th/ sound correctly.
 Identify words that contain TH.
 Complete words using TH.
 Distinguish between T and TH sounds.

Teaching materials

Student book page (the worksheet shown)
 Flashcards of words with TH (thumb, three, bath, tree, thirsty)
 Pictures or real objects (bath toy, number 3, water, tree picture)
 Whiteboard and markers
 Audio or teacher pronunciation
 Small mirror (optional for students to see tongue position)

Assessment

Make sure if your pupils can :
 pronounce TH correctly.
 recognize TH words.
 complete missing letters.
 Quick Check Activities
 Ask students to say 3 words with TH.

Teaching Methods

Warm-up

Ask students to repeat simple sounds:

T – T – T

TH – TH – TH

Show your tongue between teeth and say TH.

Example: Teacher:

"Look at my mouth. My tongue comes out a little... TH."

Students repeat.

Listening and Repeating

Point to the pictures:

Earth

Bath

Thumb

Steps:

Teacher says the word.

Students repeat.

Clap the TH sound.

Example: Teacher: "Thumb"

Students: "Thumb"

Ask:

"What sound do you hear?"

Students: TH

Complete the Words

Guide students to fill in TH.

Tee__ → Teeth

__ree → Three

__irsty → Thirsty

Teacher reads the word slowly.

Example: "Tee-th... what letters do we need?"

Students: TH

Circle the Sound (Activity 3)

Students choose T or TH.

Pictures:

Three → TH

Tree → T

Thin / boy → TH

Teacher says the word and students circle the correct sound.

Tips for Teaching

Show tongue position clearly.

Students must place tongue between teeth.

Use mirrors so children see their mouth.

Practice with gestures:

Stick tongue out slightly when saying TH.

Use fun repetition:

Thumb! Three! Bath!

Contrast sounds:

T – TH

Use games:

Sound guessing game

Clap when hearing TH

Aims:

By the end of the lesson, students will be able to:
Recognize some farm animals (cow, cat, bee, sheep).
Identify what animals produce (milk, honey, etc.).
Understand and answer Yes / No questions.
Use simple sentences like:

Cows make milk.

Bees make honey.

Teaching Methods

Warm-up

Show pictures of animals and ask:

What animal is this?

Do you like cows?

Do you like honey?

Let students name the animals.

Presentation

Show the first picture.

Say:

"Cows make milk."

Ask students to repeat:

"Cows make milk."

Then ask:

"Do cows make milk?"

Students answer:

"YES!"

Write on board:

Cow → Milk

Guided Practice

Go through each example with students.

_Cows make milk

Students choose YES

Cats give us eggs

Ask: Do cats give eggs?

Students: NO

Bees make honey

Students: YES

Sheep make ice cream

Students: NO

Encourage students to say:

Yes, they do.

No, they don't.

Activity (Fun Practice)

Play Stand Up / Sit Down Game

Teacher says a sentence:

"Bees make honey." → Students stand (true)

"Cats give eggs." → Students sit (false)

Kids enjoy this activity.

Tips for Teaching

Use gestures and sounds (moo, buzz).

Let students repeat sentences many times.

Use big colourful pictures.

Ask simple questions.

Praise students: Good job! Excellent!

Let students answer together to build confidence.



Teaching materials

The student book page

Flashcards of animals (cow, cat, bee, sheep)

Real pictures or toys of animals

Pictures of products (milk, eggs, honey, ice cream)

Board and markers

YES / NO cards for students

Assessment

Ask individual pupils:

Do cows make milk?

Do bees make honey?

Students answer Yes / No.

Worksheet Check

Students circle YES or NO.

Correct answers:

Cows make milk → YES

Cats give us eggs → NO

Bees make honey → YES

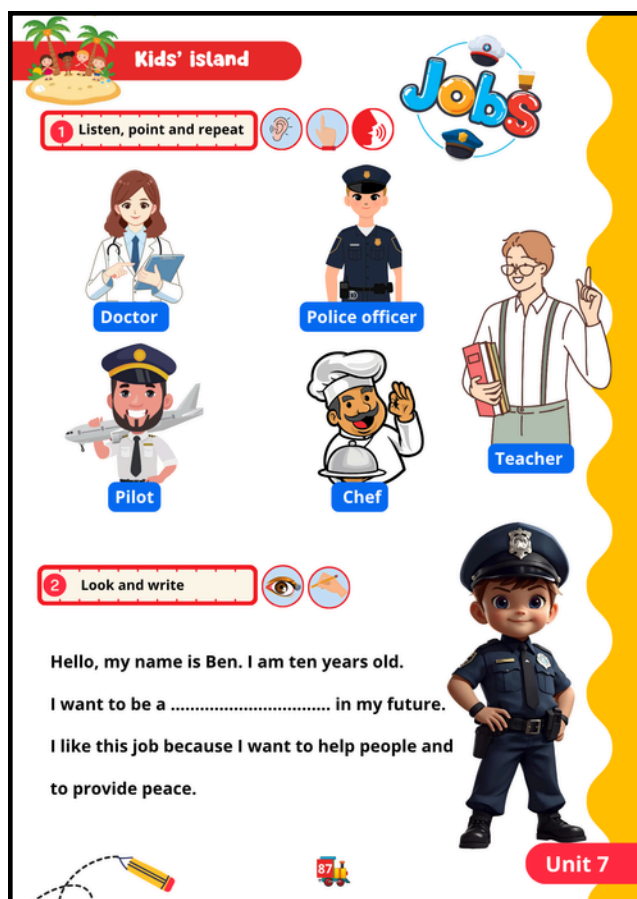
Sheep make ice cream → NO

Make sure if your pupils can :

Identify animals.

Understand the sentence.

Choose correct YES / NO.



Aims:

By the end of the lesson, students will be able to:
Identify common jobs (doctor, police officer, pilot, cook, teacher).

Pronounce the job vocabulary correctly.

Listen and repeat job names.

Say what they want to be in the future.

Write a simple sentence:

"I want to be a ___."

Teaching materials

Student book page (Unit 7 – Jobs)

Flashcards of jobs

Board / whiteboard

Markers or chalk

Pictures or realia

Optional: short video about jobs or toy props

Assessment

Make sure if your pupils can :

Identify job pictures

Pronounce job words correctly

Participate in speaking

Simple Questions

Ask students:

What job is this?

What do you want to be?

Teaching Methods

PPP Method (Presentation – Practice – Production)

Total Physical Response (TPR)

Question and answer

Pair work

Repetition and drilling

Warm-up

Ask students:

"What job do you know?"

"What does your father/mother do?"

Show pictures and ask:

"Who is this?"

Example responses:

Doctor - Police officer - Pilot

Presentation

Show each picture and teach the vocabulary.

Point and say: Doctor - Police officer - Pilot - Cook

Teacher

Students: Listen - Repeat together - Repeat individually

Teacher can ask:

"Who helps sick people?" → Doctor

"Who flies a plane?" → Pilot

Practice

Activity 1: Listen and Repeat

Students point to pictures and repeat.

Teacher says:

"Doctor" → students point

"Pilot" → students point

Activity 2: Guess the Job

Teacher acts the job.

Example:

Pretend to cook → Students say Cook

Pretend to fly → Pilot

This keeps young learners active.

Reading and Writing

Read together:

Hello, my name is Ben. I am ten years old.

Ask:

"How old is Ben?"

Students: Ten

Then complete the sentence:

I want to be a police officer in my future.

Ask students to choose their favourite job.

Students write:

I want to be a doctor.

I want to be a teacher.

Production

Students say:

Example:

Student 1:

My name is Ali. I want to be a pilot.

Student 2:

My name is Sara. I want to be a doctor.

Tips for Teaching

Use pictures and gestures.

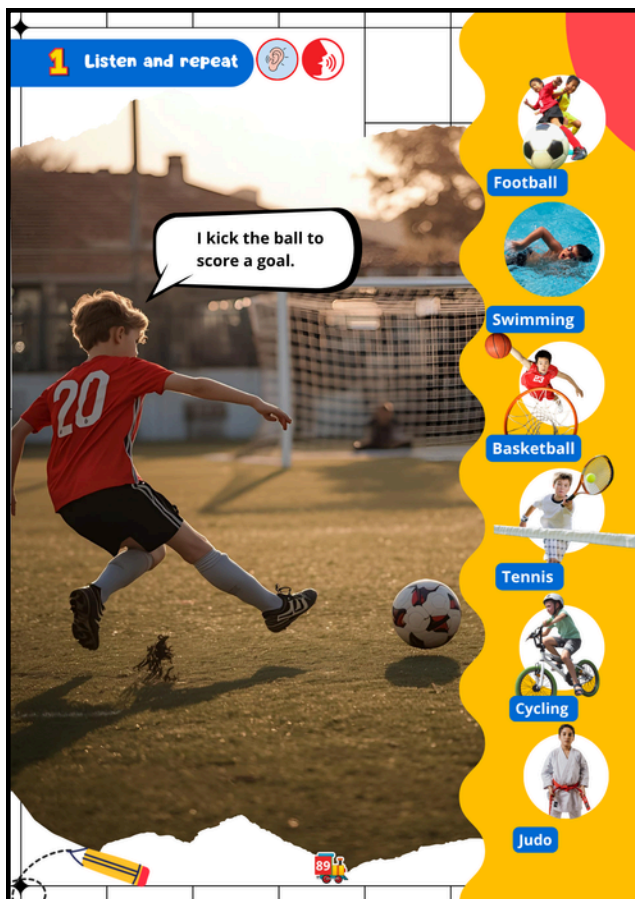
Speak slowly and clearly.

Let students repeat many times.

Unit 8

My favourite sports





Aims:

By the end of the lesson, learners will be able to:
 Identify different sports (football, swimming, basketball, tennis, cycling, judo).
 Describe simple actions in sports using basic sentences.
 Practice speaking and listening skills.
 Use vocabulary related to sports and actions.

Teaching materials

Textbook page / picture provided
 Flashcards of sports
 Board and markers
 Real objects or pictures of sports equipment (ball, racket, etc.)
 Audio (if available)
 Worksheets

Assessment

You can assess students through:
 Observation
 Can the student name the sports correctly?
 Can the student say a simple sentence?
 Oral Questions
 What sport is this?
 What is the boy doing?

Teaching Methods

Look and Say Method
 Question and Answer
 Demonstration
 Repetition and drilling
 Pair work / group work

Warm-up

Ask students:
 Do you like sports?
 Which sport do you play?
 Show a ball and ask:
 What game do we play with this?

Presentation

Show the picture.
 Ask students to observe it.
 Ask questions:
 What is the boy doing?
 What sport is this?
 Teach the sentence: "I kick the ball to score a goal."
 Introduce other sports from the side pictures:
 Football - Swimming - Basketball - Tennis - Cycling
 Judo

Practice

Students repeat the words after the teacher.
 Ask students to say sentences:
 I play football.
 She is swimming.
 He is cycling.

Pair activity:

Student A asks: What sport is this?
 Student B answers.

Production

Students describe the picture in their own words.
 Students name their favourite sport.

Tips for Teaching

Use gestures and actions to show the sports.
 Encourage all students to speak.
 Use simple sentences for beginners.
 Use real examples or mimic actions (kick, swim, ride).
 Praise students to increase confidence.

Aims:

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

Recognize and identify different sports.

Match sports with pictures.

Say and write the names of sports (tennis, basketball, football, cycling).

Improve vocabulary and speaking skills.

Teaching Methods

Warm-up

Ask students questions:

Do you like sports?

What sport do you play?

Show pictures of sports and ask students to guess.

Presentation

Show each sport picture and say the word.

Example:

Teacher: Tennis

Students repeat: Tennis

Use actions:

Pretend to hit a tennis ball

Pretend to ride a bicycle

Pretend to kick a football

Words to teach: Tennis - Basketball - Football - Cycling

Practice

Students match the sports with pictures.

Correct answers:

Tennis → tennis racket and ball

Basketball → basketball and basket

Cycling → bicycle

Football → football and shoes

Teacher checks answers together.

Activity 3 – (Look and Write)

Students write the sport under each picture.

Answers: Tennis - Basketball - Football

Tips for Teaching

Use body movements to make learning fun.

Let students repeat the words many times.

Use games (e.g., guessing game).

Ask individual students questions:

What sport is this?

Praise students to encourage participation.



Teaching materials

Use body movements to make learning fun.

Let students repeat the words many times.

Use games (e.g., guessing game).

Ask individual students questions:

What sport is this?

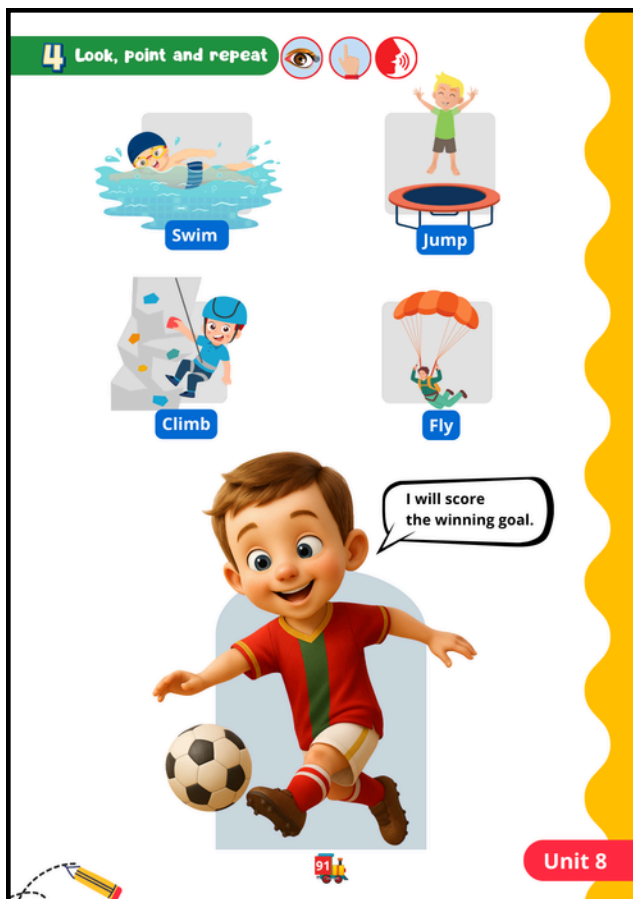
Praise students to encourage participation.

Assessment

Make sure if your pupils can :

_ be students able to match pictures correctly.

_ Say and pronounce words correctly.



Aims:

By the end of the lesson, students will be able to:
 Recognize and say the verbs swim, jump, climb, fly.
 Understand the meaning through pictures and actions.

Use the sentence "I will score the winning goal."
 Respond to teacher commands using the verbs.

Teaching materials

Textbook page (the picture you shared)
 Flashcards of swim, jump, climb, fly
 Board and markers
 Short action video (optional)
 Real actions or mime by the teacher
 A ball (for the sentence practice)

Assessment

You can check learning by:

1. Action check

Teacher says: Jump - Swim - Fly - Climb
 Students perform the action.

2. Picture identification

Show pictures and ask:

What is this?

Students answer: Swim - Jump - Climb - Fly -

3. Sentence practice

Ask a student to say:

"I will score the winning goal."

Teaching Methods

TPR (Total Physical Response) – students act the verbs.

Look and Repeat

Question and Answer

Demonstration using pictures

Pair practice

Warm-up

Ask students:

Do you like sports?

Can you swim?

Can you jump?

Let them answer with actions.

Presentation (Look and Repeat)

Show each picture and say the word clearly.

Example:

Teacher: Swim

Students: Swim

Teacher: Jump

Students: Jump

Teacher: Climb

Students: Climb

Teacher: Fly

Students: Fly

Students repeat 2–3 times.

Demonstration

Teacher acts the verbs.

Example:

Pretend to swim

Do a small jump

Pretend to climb

Move arms like flying

Students guess the word.

Practice

Teacher says the word, students do the action.

Example:

Teacher: Jump!

Students: jump.

Teacher: Swim!

Students: pretend to swim.

Sentence Practice

Point to the boy playing football.

Teacher says:

"I will score the winning goal."

Explain:

score = make a goal

winning goal = the goal that wins the game

Students repeat the sentence.

Practice with a ball.

Student: I will score the winning goal!

Tips for Teaching

Use body movement to help students remember.

Speak slowly and clearly.

Use gestures and facial expressions.

Encourage all students to participate.

Repeat vocabulary several times.

Make the class fun and active.

Aims:

By the end of the lesson, pupils will be able to:

Identify and name the animal (kangaroo).

Write simple animal vocabulary words.

Ask and answer a simple question about sports.

Use the structure :

"What sport do you like?"

"I like football."

Teaching Methods

Visual learning (pictures)

Question and answer

Repetition and drilling

Pair work

Speaking practice

Warm up

Teacher shows pictures of animals.

Ask pupils:

What animal is this?

Do you know this animal?

Introduce the word:

Kangaroo (**jump**)

Students repeat: Kangaroo

What animal is this?

Do you know this animal?

Introduce the word:

Eagle (fly)

Students repeat: Eagle

What animal is this?

Do you know this animal?

Introduce the word:

Dolphin (swim)

Students repeat: dolphin

Write on the board : jump _ fly _ swim, then let them match each verb with the animal's action

Step 2 – Write and Say (Exercise 5)

Step 3 – Speaking Activity (Exercise 6)

Teacher reads the dialogue:

Robot: Hi my friend! What sport do you like?

Boy: I like football.

Students repeat.

Practice question:

Teacher asks students:

What sport do you like?

Students answer:

I like football.

I like basketball.

I like tennis.

Pair Practice

Students work in pairs.

Student A: What sport do you like?

Student B: I like football.

Then they change roles.



Teaching materials

Textbook page (the picture shown)

Flashcards (animals and sports)

Whiteboard and markers

Pictures of sports (football, basketball, tennis...)

Ball or toy ball (optional)*

Assessment

Make sure if your pupils can answer

What sport do you like ?

Expected answer : I like football.

Tips for Teaching

Use gestures and pictures to explain meaning.

Let students repeat many times.

Encourage shy students to speak.

Use real objects (a ball) to make the lesson fun.

Speak slowly and clearly.



Teaching Methods

Communicative Language Teaching (CLT)

Question and Answer

Pair work

Demonstration

Picture discussion

Drilling (pronunciation practice)

Warm-up

Teacher asks simple questions.

Example:

Do you like sports?

Can you play football?

Can you swim?

Students answer:

Yes, I can.

No, I can't.

Presentation

Show the picture.

Ask students:

What do you see?

Where are they?

What are they doing?

Explain the conversation.

Boy: Hi Maria. Can you play tennis?

Girl: Yes, I can.

Boy: Me too, I can.

Write structure on board:

Question Can you + verb ?

Example:

Can you play tennis?

Can you swim?

Answers

Yes, I can.

No, I can't.

Me too, I can.

Practice

Students repeat sentences.

Teacher drilling:

Can you play tennis?

Yes, I can.

Pair practice:

Student A:

Can you play tennis?

Student B:

Yes, I can.

Student C:

Me too, I can.

Production

Students ask classmates about abilities.

Example activity:

Find someone who can:

play football

swim

ride a bike

play tennis

Students walk around asking:

"Can you swim?"

Aims:

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

Ask about ability using "Can you...?"

Answer using "Yes, I can." / "No, I can't."

Use "Me too, I can."

Talk about sports abilities (play tennis, swim, run, etc.)

Practice speaking through pair conversation

Teaching materials

Student's book (the picture provided)

Flashcards of sports (tennis, football, swim, ride a bike)

Tennis racket picture or real object

Whiteboard and markers

Audio (if available)

Worksheets

Assessment

Make sure if your pupils can:

Ask "Can you...?"

Answer "Yes, I can / No, I can't."

Students perform short dialogues.

Tips for Teaching

Encourage students to speak more

Use gestures and actions

Let students work in pairs or groups

Correct pronunciation gently

Praise students to build confidence

Aims:

By the end of the lesson, pupils will be able to:

Recognize and say sports vocabulary: soccer, basketball, tennis.

Use the structure "Do you like...?" – "Yes, I do."

Use the structure "Can you...?"

Practice listening and singing in English.

Improve pronunciation and speaking confidence.*

Teaching Methods

Use interactive and communicative methods.

Warm-up

Ask students:

Do you like sports?

What sports do you like?

Show sports pictures and ask students to name them.

Vocabulary Presentation

Show pictures and teach words:

soccer

basketball

tennis

kick

bounce

hit

catch

Students repeat after the teacher.

Listening

Play the song or read it with rhythm.

Students listen first only.

Singing Practice

Read line by line.

Students repeat.

Then sing together.

Example practice:

Teacher: Do you like playing sports?

Students: Yes, I do.

Teacher: Can you kick a ball?

Speaking Activity (Pair Work)

Students ask each other:

Do you like soccer?

Do you like basketball?

Can you kick a ball?

Action Game (Very effective)

Students act the verbs:

kick

bounce

catch

hit

Teacher says the word → students act.

Tips for Teaching

Use gestures and actions (TPR method).

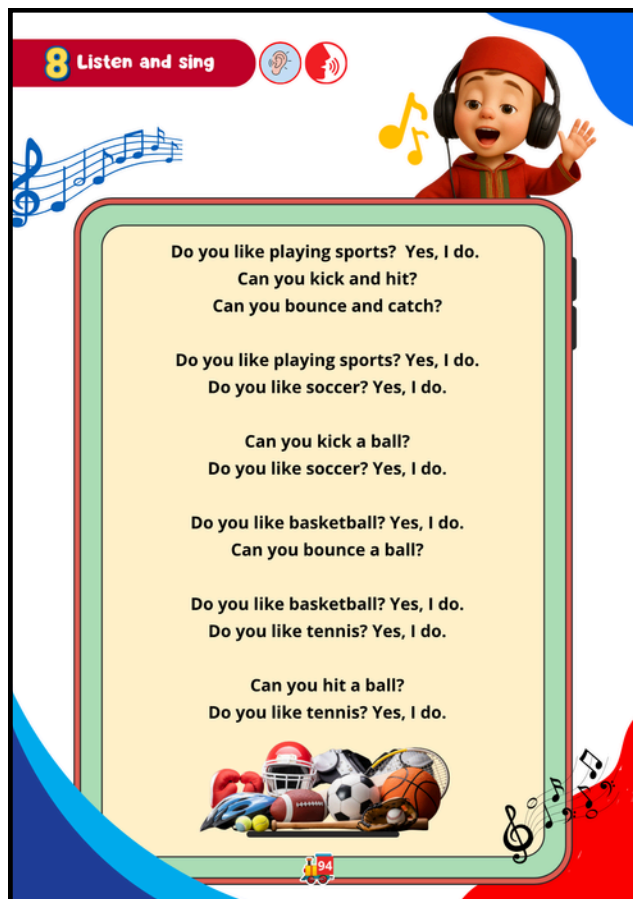
Let students move and act the sports.

Repeat the song several times.

Use real objects (ball, racket if possible).

Encourage shy students to answer with short answers.

Keep the class fun and energetic.



Teaching materials

The textbook page (the song).

Flashcards or pictures of sports (soccer, basketball, tennis).

Audio of the song (if available).

Ball or toy sports equipment (optional).

Board and markers.

Assessment

Observation

Check if students can:

Say sports vocabulary.

Answer Yes, I do.

Understand the verbs.

Oral Questions

Ask:

Do you like soccer?

Can you bounce a ball?

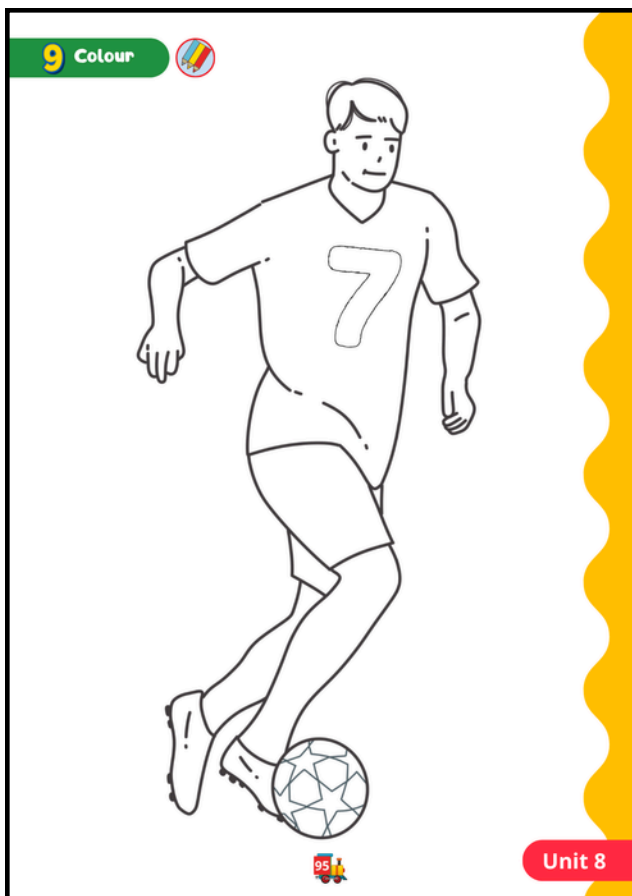
Simple Activity

Students match:

soccer → kick

basketball → bounce

tennis → hit



Teaching Methods

Visual method (using pictures).

Demonstration (showing how to colour).

Question and answer.

Student-centered activities.

Learning by doing (colouring activity).

Warm-up

Teacher asks simple questions:

What sport is this?

Do you like football?

What is this? (ball)

Students answer together.

Presentation

Teacher introduces vocabulary:

Football player

Ball

Shirt

Number 7

Ask:

What number do you see?

Students answer: Seven

Colouring Activity

Teacher asks students to colour.

Example instructions:

Colour the shirt red.

Colour the shorts blue.

Colour the ball black and white.

Colour the shoes black.

Students colour the picture.

Practice

Students describe the picture: Example sentences:

This is a football player.

He has number seven.

He is playing football.

Aims:

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

Identify and name colours.

Recognize the number 7.

Identify sports vocabulary (football, player, ball).

Describe a simple picture using short sentences.

Practice speaking and colouring skills.*

Teaching materials

The picture worksheet (football player).

Colour pencils / crayons.

Flashcards (colours, numbers, sports).

Whiteboard and markers.

Real objects or pictures of a ball / football players (optional).

Assessment

Teacher checks pupils by:

Observation

Did the student colour correctly?

What number is on the shirt?

What sport is he playing?

Worksheet check

Check if colours are correct.

Example evaluation : Excellent _ Good _ Needs help

Tips for Teaching

Use simple language for young learners.

Show gestures and pictures to help understanding.

Walk around the classroom and help students.

Praise students for good work.

Allow students to show their coloured pictures.

Aims:

By the end of the lesson, pupils will be able to:
Recognize and pronounce the CH and SH sounds.
Identify words that contain CH and SH.
Complete missing letters in simple words.
Distinguish between CH sound and SH sound.
Say and repeat new vocabulary correctly.

Teaching Methods

Phonics method

Repetition and drilling
Question and answer
Visual learning
Student participation

Warm-up

Teacher shows pictures and asks:
What is this?

Do you know this animal?

Do you like chips?

Let students answer freely.

Listen, Point and Repeat

Show the pictures: - Ostrich - Watch - Peach

Teacher model pronunciation.

Example:

Teacher: Ostrich

Students: Ostrich

Teacher: Watch

Students: Watch

Teacher: Peach

Students: Peach

Repeat 2-3 times.

Focus on the CH sound.

Look and Complete

Show the pictures:

__eese → Cheese

__ick → Chick

__ips → Chips

Teacher asks:

What is this?

Students: Cheese

Teacher writes CH on board.

Students complete the missing letters.

Circle the Sound

Show the pictures:

Ship → SH

Sheep → SH

Chicken → CH

Students circle the correct sound.

Teacher asks:

Ship starts with SH or CH?

Students answer.

Tips for Teaching

Use clear mouth movement when pronouncing sounds.

Let students touch their throat to feel the sound.

Use slow pronunciation first.

Encourage all students to repeat.



Teaching materials

Student book page (the one in the picture)

Flashcards (ostrich, watch, peach, cheese, chick, chips, ship, sheep, chicken)

Whiteboard and markers

Phonics cards (CH / SH)

Real objects or pictures if possible

Audio pronunciation (optional)

Assessment

Make sure if your pupils can :

pronounce CH / SH

identify correct sounds

Questions

Ask students individually:

What sound is in ship?

What sound is in chick?

aloud.

Expected outcome :

Students correctly recognize and pronounce CH and SH sounds and complete simple phonics words.



Aims:

By the end of the lesson, students will be able to:
Identify the five senses: sight, hearing, smell, taste, and touch.

Match body parts with their functions:

Eyes → see

Ears → hear

Nose → smell

Tongue → taste

Skin/hand → touch

Describe what they can do with each sense.

Teaching materials

The student book page (shown in the picture)

Flashcards of eye, ear, nose, tongue, hand

Real objects (optional):

Flower or perfume (smell)

Candy/fruit (taste)

Soft toy (touch)

Bell or music (hear)

Picture card (see)

Board and markers

Assessment

Ask students:

What do we use to hear?

What do we use to smell?

Students answer orally.

Check if your pupils correctly:

Match body parts to senses

Write the correct words.

Teaching Methods

Warm-up

Ask students questions:

How do we see?

How do we hear?

How do we smell flowers?

Let them answer and point to their body parts.

Presentation

Show pictures and teach vocabulary:

Body Part

Sense

Example

Eye _____ See _____ I see a flower

Ear _____ Hear _____ I hear music

Nose _____ Smell _____ I smell perfume

Tongue _____ Taste _____ I taste candy

Hand/Skin _____ Touch _____ I touch a toy

Let students repeat after you.

Example sentences:

I see with my eyes.

I hear with my ears.

Practice – Activity 1

Students look at the pictures and write:

Ear → hear / hearing

Nose → smell / smelling

Eye → see / seeing

Tongue → taste / tasting

Hand → touch / touching

Practice – Activity 2 (Pictures)

Students write the correct sense:

Boy listening → hear

Girl with plant → smell

Boy with magnifying glass → see / look

Girl tasting food → taste

Boy touching → touch

Tips for Teaching

Use gestures (touch your ear, nose, eyes).

Let students repeat and act.

Use real objects to make learning fun.

Ask students questions:

What can you see?

What can you smell?

What can you hear?

Use games like "Simon Says":

Example:

"Touch your nose!"

"Close your eyes!"

Aims:

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

Read and understand a short paragraph about a boy and his sports activity.

Learn and use sports vocabulary (football, swimming, horse riding, basketball).

Complete sentences using correct words.

Identify sports they can do.

Speak about their favourite sport.

Teaching Methods

Communicative Language Teaching (CLT)

Question and Answer

Pair work

Picture discussion

Guided reading

Warm-up

Show pictures of sports.

Ask students:

What sport is this?

Do you like football?

Can you swim?

Write sports on the board:

Football - Swimming - Horse riding - Basketball

Pre-reading

Show the picture of the football team.

Ask:

What do you see?

Is this a football team?

Who is the man? (Coach)

Teach new vocabulary:

coach - team - goal - ball

Reading Activity

Teacher reads the paragraph first.

Text: Hello, my name is James.

I am eight years old.

I like playing football with my friends.

My coach Ben is very smart.

He teaches us how to control the ball and score goals.

Students repeat after the teacher.

Then ask students to fill in the blanks:

football - coach

Speaking Practice

Ask students to talk about themselves.

Example:

My name is __. - I am __ years old. - I like playing __.

Students practice in pairs.

Activity 2 - Tick the sports

Students look at pictures:

Swimming - Horse riding - Basketball

Ask:

Can you swim?

Can you ride a horse?

Can you play basketball?

Students tick the sports they can do.



Teaching materials

Student's book (page shown in picture)

Flashcards or pictures of sports

Board and markers

Projector (optional)

Real objects or short videos of sports (optional)

Assessment

Make sure if your pupils can:

Read the text

Identify sports

Complete the blanks

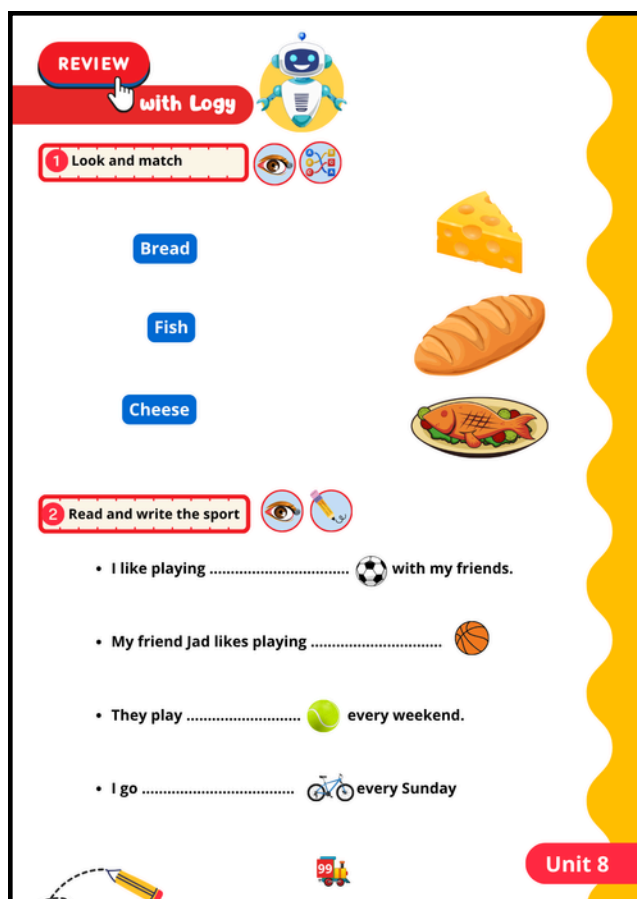
Tips for Teaching

Use pictures because young learners learn visually. Encourage students to speak even if sentences are simple.

Use gestures to explain sports.

Praise students when they answer.

Let students repeat new words several times.



Aims:

By the end of the lesson, students will be able to:
Recognize and match food words (bread, fish, cheese).

Identify sports vocabulary (football, basketball, tennis, cycling).

Complete simple sentences using “play” and “go” + sport.

Practice speaking and reading simple sentences about hobbies.

Teaching materials

Student book page (the one in the picture)

Flashcards of: Bread- Fish - Cheese - Football

Basketball - Tennis - Bicycle

Board / whiteboard

Markers

Worksheets (optional)

Assessment

You can assess your pupils through:

Oral assessment

Ask:

What is this? (show picture)

What sport do you like?

Students:

Match words with pictures.

Fill in missing sports.

Make sure if your pupils can :

Pronounce words correctly

Complete sentences correctly

Teaching Methods

Use communicative and interactive methods:

Visual learning (pictures)

Matching activity

Guided practice

Question and answer

Pair work

Warm-up

Show pictures of food.

Ask students:

What is this?

Do you like bread?

Do you eat fish?

Students answer with: Yes / No

Vocabulary Presentation

Show food pictures and say the words:

Bread - Fish - Cheese

Students repeat after the teacher.

Then ask:

Where is the bread?

Where is the fish?

Students point to the picture.

Activity 1 – Look and Match

Students match the words with pictures.

Answers: Bread → loaf of bread

Fish → fish dish

Cheese → cheese piece

Teacher checks answers with the class.

Sports Vocabulary

Show sports pictures and ask:

What sport is this?

Teach the words:

Football - Basketball - Tennis - Cycling

Students repeat.

Activity 2 – Read and Write the Sport

Students complete the sentences.

Correct answers:

I like playing football with my friends.

My friend Jad likes playing basketball.

They play tennis every weekend.

I go cycling every Sunday.

Students read the sentences aloud.

Tips for Teaching

Use real pictures or flashcards to make vocabulary clear.

Let students repeat the words several times.

Encourage speaking, not only writing.

Use gestures and actions for sports (pretend to kick a ball, ride a bike).

Praise students to increase motivation.

Aims:

By the end of the lesson, students will be able to:
Identify the difference between eat and drink.
Match food with I eat and drinks with I drink.
Recognize and name some sports:
football - basketball - tennis
Say simple sentences such as:
I drink milk. - I eat ice cream. - I play football.

Teaching Methods

Warm-up

Ask students questions:

Teacher:

Do you drink milk?

Do you eat ice cream?

Use gestures (drink / eat).

Students repeat.

Present Vocabulary

Show pictures:

milk → say drink

juice → say drink

ice cream → say eat

meat → say eat

Write on board:

I drink → milk / juice

I eat → ice cream / meat

Students repeat.

Look and Match Activity

Students look at pictures.

Ask:

Teacher:

"Do we eat milk or drink milk?"

Students:

"Drink milk."

Students draw lines to match.

Correct together.

Sports Vocabulary

Show pictures of:

football field

basketball court

tennis court

Ask:

"What sport is this?"

Teach words:

football - basketball - tennis

Students repeat.

Writing Activity

Students write the sports names under the pictures.

Expected answers:

Football - Basketball - Tennis



Teaching materials

Student book page (the picture provided)

Flashcards of: milk - juice - ice cream - meat

Flashcards of sports:

football - basketball - tennis

Board / whiteboard

Markers

Real objects or pictures (optional)

Assessment

1_ Make your sure if your pupils can :
match correctly

say the vocabulary

2_ Oral Questions

Ask individual students:

What do you drink?

What do you eat?

What sport is this?

Tips for Teaching

Use gestures

pretend drinking

pretend eating

Use choral repetition

Whole class repeats words.

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