

KID'S BRIDGE ENGLISH 2ND

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.

Phonics

Phonics is a special section designed to help children discover the sounds of the English language in a fun and engaging way.

This section may include:

Sounds and letters practice

Rhyming games

Blending and segmenting activities

Songs and chants

Word-building games

Phonics Land helps children connect letters with their sounds and develop early reading and pronunciation skills. It encourages active participation, listening skills, and confidence as children explore language step by step in an enjoyable learning environment.

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.

Aims:

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

Use basic greetings: Hello / Hi

Introduce themselves: My name is...

Ask someone's name: What's your name?

Respond to introductions

Recognize simple characters (Sami, Snowy, Logy, Mimi)

Teaching Methods

1. Warm-up

Greet students: "Hello!"

Wave and encourage them to repeat

Use gestures (smile, wave)

2. Presentation

Show Sami picture

Say: "Hello! My name is Sami"

Write structure on board:

Hello!

My name is _

Drill pronunciation (choral + individual)

3. Practice

Students repeat with their own names

Use characters:

"Hello! My name is Snowy/Logy/Mimi"

Pair work:

Student A: What's your name?

Student B: My name is _

4. Production

Ball game:

Throw ball → student says: "Hello! My name is _"

Role play using characters

Tips for Teaching

Use gestures and facial expressions (very important for beginners)

Keep language simple and repetitive

Encourage shy students gently

Use names students like (personalization)

Make it fun and interactive (games, movement)

Correct gently without interrupting fluency



Teaching materials

The textbook page (image you shared)

Flashcards (Hello, My name is...)

Character pictures (Sami, Snowy, Logy, Mimi)

A soft ball (for speaking activity)

Board & markers

Optional: audio/video of greetings

Assessment

Informal (during lesson):

Can students say "Hello" correctly?

Can they say: "My name is _"?

Can they respond to "What's your name?"

Simple assessment activity:

Each student introduces themselves in front of class

Checklist:

- ✓ Uses greeting
- ✓ Says name clearly
- ✓ Participates in activity



Aims:

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

Ask: "What's your name?"

Answer: "I am ... / I'm ..."

Introduce themselves confidently

Recognize simple greetings (Hello)

Teaching materials

The textbook page (picture shown)

Flashcards (names or characters like Snowy, Mimi, Ben)

Puppets or soft toys (very effective for young learners)

Board / markers

Audio (if available)

Name cards for students

Assessment

You can assess through:

Listening: Do they understand the question?

Speaking: Can they say:

"What's your name?"

"I am ..."

Pair activity: Observe if they can ask and answer correctly

Game check: Call a student randomly to respond

Example:

Teacher: "What's your name?"

Student: "I am Ali."

Teaching Methods

1. Warm-up

Greet students: "Hello!"

Wave and smile 😊

Say your name: "I am (your name)"

2. Presentation

Show the picture

Point to Snowy:

"Hello! I am Snowy. What's your name?"

Point to Mimi:

"Hello, I am Mimi."

Repeat slowly and clearly

Use gestures (point to yourself when saying "I am...")

3. Practice

Drill the structure:

Teacher: "What's your name?"

Students: "I am ..."

Use pairs:

Student A: "What's your name?"

Student B: "I am ..."

Use puppets:

Puppet asks → student answers

4. Production

Students walk around asking classmates: 👉 "What's your name?"

Or play a game:

Toss a ball → student answers when they catch it

Tips for Teaching

Keep it fun and interactive

Use repetition (young learners need it)

Encourage full sentences, not just names

Praise students often (Good job!)

Use gestures and facial expressions

Start slow, then increase speed

Aims:

Students can ask and answer about names:

"What's your name?" – "My name is ..."

Students can introduce themselves confidently

Students can connect language with personal identity (drawing themselves)

Develop speaking, listening, and basic writing skills

Teaching Methods

1. Warm-up

Greet students: "Hello!"

Teacher models:

"Hello! What's your name?"

Use a puppet/robot voice to make it fun 🤖

2. Presentation

Point to the robot in the book

Say:

"Hello! What's your name?"

Answer yourself:

"My name is (Teacher's name)"

Repeat with gestures (point to self)

Drill:

Whole class repetition

Boys / Girls

Individual students

3. Practice

Students practice in pairs:

Student A: "What's your name?"

Student B: "My name is ..."

Change partners

Fun variation:

Pass a ball → student who catches answers

4. Writing Activity

Students complete:

"My name is __"

Teacher helps with spelling if needed

5. Drawing Activity (10–15 min)

Students draw themselves in the box

Encourage:

Face, clothes, favorite color

While drawing, ask:

"What's your name?" (keep language active)

Tips for Teaching

Use gestures (point to yourself for "my name")

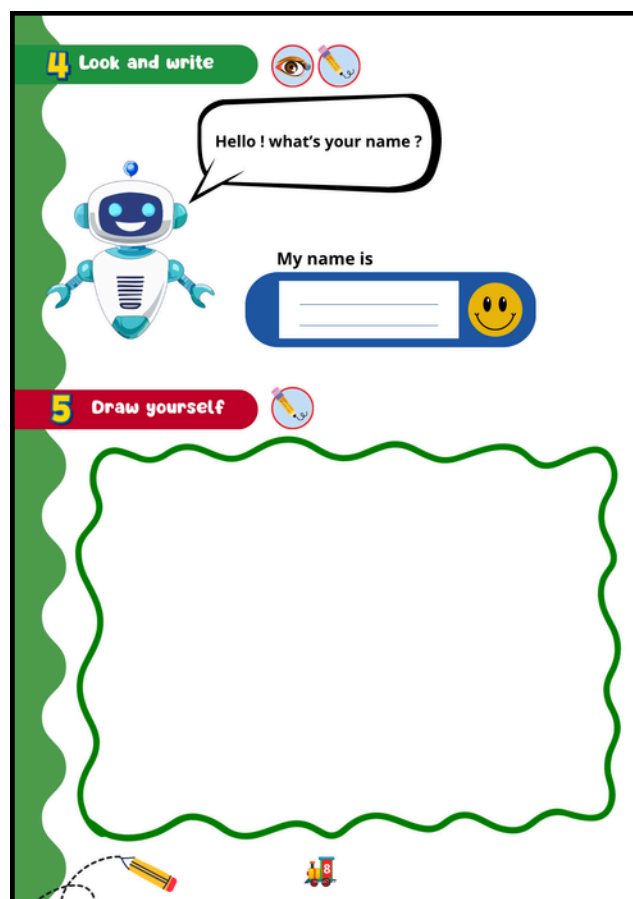
Keep instructions short and simple

Praise often: "Good job!", "Excellent!"

Allow shy students to answer with support

Repeat the structure many times (young learners need repetition)

Make it fun and interactive (games, movement)



Teaching materials

The student book page (shown in image)

Flashcards (boy/girl names or characters)

A soft toy or puppet (to model dialogue)

Board + markers

Crayons / colored pencils

Name cards (optional)

Assessment

Informal Assessment:

Can the student:

Say: "My name is ..." ✓

Respond to: "What's your name?"

While walking around:

Check writing: correct name spelling

Observe participation in speaking

Simple checklist:

Speaking / Needs help

Writing / Needs help

Participation / Low



Aims:

By the end of the lesson, students will be able to:
Recognize and name letters A–Z (uppercase and lowercase).

Identify basic letter sounds (phonics).

Listen and repeat sounds correctly.

Introduce themselves using simple sentences:
“Hello, I am...”

Spell simple names using letter sounds.

Teaching materials

The textbook page (image shown).

Flashcards (A–Z letters).

Alphabet song (audio/video).

Whiteboard and markers.

Small objects or pictures for each letter (e.g., A–apple).

Name cards for students.

Pointer or stick for pointing at letters.

Assessment

Informal Assessment:

Observe:

Can students recognize letters?

Can they repeat sounds correctly?

Can they say their name?

Quick Check Activities:

Point and ask:

“What letter is this?”

Teaching Methods

1. Warm-up

Sing an alphabet song.

Ask: “Do you know ABC?”

2. Presentation

Show the alphabet on the page.

Point to each letter:

Say: “A /æ/”, students repeat.

Focus on both:

Letter name (A, B, C)

Letter sound (/æ/, /b/, /k/)

3. Practice

Activity 1: Listen, Point, Repeat

Teacher says a letter → students point to it.

Students repeat the sound together.

Activity 2: Find the Letter

Say: “Find letter M!”

Students point quickly.

Activity 3: Name Practice (from the picture)

Model:

“Hello, I am Marina.”

Students repeat.

Practice spelling:

M-A-R-I-N-A (clap for each letter)

4. Production

Students introduce themselves:

“Hello, I am Ali. A-L-I.”

Pair work:

Students ask and answer.

Tips for Teaching

Use gestures and actions (point, clap, repeat).

Keep energy high (young learners need movement).

Use colors and visuals (like in the book).

Don’t teach all letters deeply in one lesson—focus on a few if needed.

Always model pronunciation clearly.

Encourage shy students gently.

Use repetition but vary activities to avoid boredom.

Aims:

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

Recognize numbers (1–9)

Match numbers with their written forms (e.g., 3 → three)

Spell their own names orally and/or in writing

Teaching Methods

1. Warm-up

Greet students.

Ask: “What number is this?” (show fingers or objects)

Sing a simple number song (1–10).

2. Presentation

A. Numbers

Show number flashcards (1–9).

Drill pronunciation: one, two, three...

Show word cards and match them.

B. Name spelling

Model:

Teacher says: “My name is Ali. A-L-I.”

Ask a student:

“How do you spell your name?”

3. Practice

Activity 1: Matching (Exercise 7)

Students match numbers with words.

Do one example together (e.g., 3 → three).

Activity 2: Pair work

Students ask each other:

“What’s your name?”

“How do you spell it?”

4. Production

Students come to the board and:

Write their name

Spell it aloud

Quick game: teacher says a number → students point to the word

Tips for Teaching

Use gestures (fingers) for numbers

Repeat and drill pronunciation often

Keep activities short and fun

Encourage shy students gently

Use visuals (very important for young learners)

Praise correct answers to build confidence



Teaching materials

The workbook page (as shown)

Flashcards (numbers and number words)

Board and markers

Real objects (e.g., pencils, books) for counting

Name cards for students

Optional: song/video about numbers

Assessment

Informal Assessment:

Observe students during activities:

Can they match numbers correctly?

Can they say number words?

Oral Check:

Ask:

“What number is this?”

“How do you spell your name?”

Worksheet Check:

Check Exercise 7 answers

Aims:

By the end of the lesson, students will be able to:
Introduce themselves using a simple sentence:
"My name is ... I am ... years old."
Recognize and say numbers 0–9
Count objects and match numbers to quantities
Develop listening and speaking confidence

Teaching Methods

1. Warm-up

Greet students: "Hello! What's your name?"
Model: "My name is (teacher). I am (age)."
Let a few students try

2. Presentation (Look and Write)

Show the picture (Lisa)
Read together:
"Hello. My name is Lisa. I am 7 years old."
Drill pronunciation (choral + individual)
Write structure on board:
My name is ____.
I am ____ years old.

3. Practice Speaking

Students practice in pairs:
Student A: "My name is..."
Student B: "Nice to meet you."
Role-play activity

4. Numbers (Listen and Say)

Teach numbers 0–9
Use flashcards and gestures
Chant together: "0, 1, 2, 3..."
Play a quick game:
Teacher says number → students show fingers

5. Count and Write

Look at pictures:
Chicks → count (3)
Dogs → count (2)
Apples → count (3)
Students write numbers in circles

6. Production Activity (5–10 mins)

Ask students:
"How many apples?"
"How old are you?"
Let them answer independently

Tips for Teaching

Use lots of repetition (young learners need it)
Add movement (clap, jump for numbers)
Keep instructions simple and clear
Use visuals and real objects
Encourage shy students gently (don't force)
Praise often: "Good job!"



Teaching materials

The textbook page (image provided)
Flashcards (numbers 0–9)
Real objects or toys (e.g., apples, pencils, animals)
Board/markers
Audio (if available for "Listen and Say")
Worksheets (optional for practice)

Assessment

Formative (during lesson)
Can the student say:
"My name is..."
"I am ... years old"
Can they recognize numbers 0–9?
Can they count objects correctly?

Ask individually:
"What's your name?"
"How old are you?"
Show objects and ask:
"How many?"
Worksheet / Exit Task
Match numbers to pictures
Write their age

Aims:

By the end of the lesson, students will be able to:
Identify and name colors (yellow, black, red, etc.)
Recognize a school bus and relate it to school life
Develop fine motor skills through coloring
Practice basic vocabulary (bus, school, back, wheels, windows)
Express creativity through coloring choices

Teaching Methods

1. Warm-up

Ask: "How do you come to school?"

Show a picture of a school bus

Teach key words: bus, school

2. Presentation

Introduce colors using flashcards

Ask students: "What color is a school bus?" → (Yellow)

3. Activity

Give students the worksheet

Guide them:

Bus → yellow

Wheels → black

Lights → red / orange

Let them color freely but with guidance

4. Practice

Ask students to say:

"This is a yellow bus."

"I used red color."

Tips for Teaching

Keep instructions simple and clear

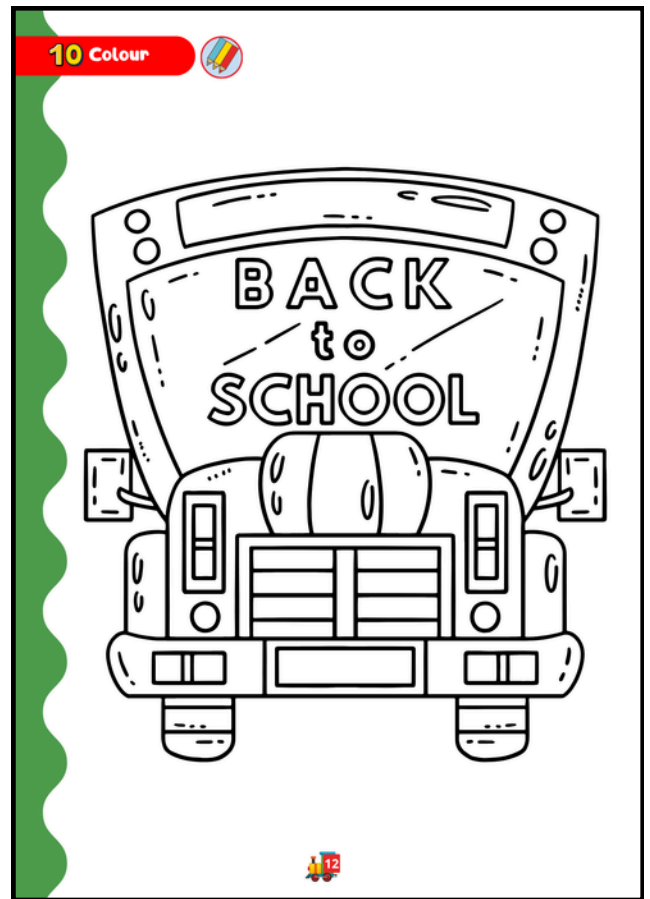
Demonstrate coloring before they start

Encourage, don't correct too strictly (creativity matters)

Walk around and support students individually

Use repetition: "yellow bus, yellow bus"

Praise effort: "Good job!" ★



Teaching materials

Printed worksheet (the image you shared)

Crayons / colored pencils / markers

Flashcards of colors

Picture or real image of a school bus

Board / smartboard (optional)

Assessment

Informal Assessment:

Observe if students:

Use correct colors

Stay within lines (fine motor skills)

Participate in speaking

Simple Questions:

"What color is your bus?"

"Where is the school bus going?"



Aims:

By the end of the lesson, students will be able to:
Understand and recognize common classroom commands.

Respond physically to instructions (e.g., "Stand up", "Sit down").

Say the action words correctly.

Use simple commands in class.

Teaching materials

Flashcards (pictures of actions like in the page)

Real objects (paper, crayons, book)

Board/markers

Short video or song about actions (optional)

Worksheets (matching or coloring activities)

Teaching Methods

a) Presentation (Introduce vocabulary)

Show each picture and say the word:

"Color", "Speak", "Sit down"...

Use gestures (sit, stand, raise hand).

Let students repeat (choral + individual repetition).

b) Practice

TPR (Total Physical Response):

Teacher says: "Stand up" → students do it.

"Sit down", "Raise your hand", etc.

Repetition drills:

Teacher: "Listen" → Students repeat.

Matching activity:

Match pictures with words.

c) Production

Students give commands to classmates.

Role play: student acts as teacher.

Simple sentences: "I can read", "I can write".

Tips for Teaching

Use body language (very important for young learners).

Keep instructions short and clear.

Repeat often and vary activities.

Encourage shy students gently.

Use games (Simon Says is excellent here).

Praise students frequently.

Assessment

Informal:

Observe if students respond correctly to commands.

Check pronunciation during repetition.

Formal:

Worksheet:

Match word to picture.

Circle the correct action.

Performance:

Teacher says commands → students act.

Speaking:

Ask: "What is this?" → student answers: "Read", "Write", etc.

Unit 1

My farm animals





Aims:

- Pupils will be able to recognise and name farm animals (sheep, cow, goat, rooster, chicken, dog).
- Pupils will be able to use simple sentences, e.g. "I love my farm animals."
- Pupils will improve listening and speaking skills through repetition and interaction.
- Pupils will develop confidence in describing animals.

Teaching materials

- Flashcards or pictures of farm animals (sheep, cow, goat, rooster, chicken, dog)
- The coursebook page (shown image)
- Real objects or toys (if available)
- Audio recording (if included in the lesson)
- Board and markers
- Worksheets for matching or colouring

Teaching Methods

Presentation–Practice–Production (PPP):

Presentation:Show each animal and say the name clearly.

Practice:Pupils repeat (choral and individual repetition).

Production:Pupils say sentences, e.g. "This is a cow."

Total Physical Response (TPR):

Pupils mimic animal sounds or actions (e.g. "baa" for sheep).

Question and Answer:

Teacher: "What is this?"

Pupils: "It is a goat."

Pair Work:

Pupils ask and answer about animals in pairs.

Tips for Teaching

- Use clear pronunciation and repeat often.
- Use gestures and sounds to make learning fun and memorable.
- Encourage all pupils to participate, especially shy ones.
- Keep instructions simple and short.
- Praise pupils to build confidence.
- Use real-life connections (e.g. "Have you seen a cow?").

Assessment

Observation: Check if pupils can name animals correctly.

Oral questions: Ask individual pupils to identify animals.

Worksheet activity: Matching animals to names or pictures.

Speaking task: Pupils say a simple sentence about an animal.

Exit check: Ask pupils to name 2–3 animals before leaving.

Aims:

Pupils will be able to identify and name farm animals (bull, duck, donkey, cat, horse, pig).

Pupils will be able to pronounce the words correctly.

Pupils will be able to use simple sentences (e.g. This is a horse).

Pupils will develop listening and speaking skill

Teaching Methods

1. Warm-up

Ask: Do you know any animals?

Let pupils name animals they already know.

2. Presentation

Show the picture.

Point to each animal and say the word clearly:

Bull

Duck

Donkey

Cat

Horse

Pig

Pupils repeat after you (choral and individual repetition).

3. Practice

Point and say: Teacher points, pupils say the word.

Listen and point: Teacher says the word, pupils point to the correct animal.

Guessing game:

I say "quack quack" → pupils say "Duck"

Simple sentences:

This is a pig.

It is a horse.

4. Production

Pupils work in pairs:

One points → the other names the animal.

Pupils make short sentences:

I like cats.

This is a donkey.

Tips for Teaching

Use clear pronunciation and repeat often.

Use gestures and sounds to make it fun.

Encourage all pupils to participate.

Keep activities short and varied (young learners lose focus quickly).

Praise pupils to build confidence.



Teaching materials

The textbook picture (provided image)

Flashcards of animals

Real objects or toy animals (if available)

Board and markers

Audio (animal sounds if possible)

Assessment

Observation: Check if pupils can name animals correctly.

Oral questions:

What is this?

Is this a pig?

Matching activity: Match pictures with words.

Quick check game:

Teacher says a word → pupils point or say it.



Aims:

Pupils will be able to identify and name common farm animals (e.g. cow, horse, sheep, duck, dog, hen, donkey, bird).

Pupils will improve speaking and vocabulary skills.

Pupils will match pictures with correct words.

Pupils will practise basic spelling of simple animal names.

Teaching materials

The textbook page (shown in the image)

Flashcards of farm animals

Realia or toys (if available)

Board and markers

Audio (animal sounds – optional)

Worksheets or mini whiteboards

Assessment

Observation: Check if pupils can name animals correctly.

Oral questioning:

“What is this?”

Worksheet check: Are the names written correctly?

Quick game: Show a flashcard and pupils say the name.

Exit ticket: Each pupil names one animal before leaving.

Teaching Methods

1. Warm-up (Engage)

Ask: “What animals can you see?”

Play animal sounds and let pupils guess.

Show flashcards and elicit names.

2. Presentation

Point to each animal in the picture and say the name clearly:

“This is a cow.”

“This is a horse.”

Pupils repeat (choral and individual repetition).

Drill pronunciation.

3. Practice

Ask questions:

“Where is the duck?”

“Show me the sheep.”

Matching activity (picture → word).

Pupils write the names in the blanks.

4. Production

Pupils say full sentences:

“I can see a dog.”

Pair work: ask and answer:

“What is this?” – “It is a cow.”

Tips for Teaching

Use gestures and pointing to support understanding.

Keep instructions short and clear.

Encourage repetition and participation.

Use praise to build confidence.

Focus on correct pronunciation, not perfection in spelling at first.

Use games (e.g. “Find the animal”, “Guess the animal”).

Aims:

To help pupils recognise and name farm animals (cow, dog, duck, horse, pig, sheep).

To develop listening and speaking skills through song.

To practise simple question forms: "What do you see?" / "What do you hear?"

To improve pronunciation and rhythm using repetition.

To build confidence in speaking English in a fun way.

Teaching Methods

1. Warm-up (Engage)

Show animal flashcards.

Ask: "What's this?" and elicit answers.

Make animal sounds to grab attention.

2. Pre-teaching Vocabulary

Teach key words: cow, dog, duck, horse, pig, sheep.

Drill pronunciation (choral and individual repetition).

3. Listening Stage

Play the song once.

Pupils listen only (no speaking yet).

Ask simple questions: "What animals did you hear?"

4. Listening and Repeating

Play again, pause after each line.

Pupils repeat in chorus.

Focus on rhythm and intonation.

5. Singing Stage

Pupils sing along with the audio.

Add actions (e.g. moo like a cow, flap like a duck).

6. Practice (Interaction)

Ask: "What do you see?"

Pupils answer: "A cow! A cow!"

Pair work: pupils ask and answer.

7. Follow-up Activity

Matching game (animal to picture)

Mime game (guess the animal)

Tips for Teaching

Use lots of gestures and actions to support understanding.

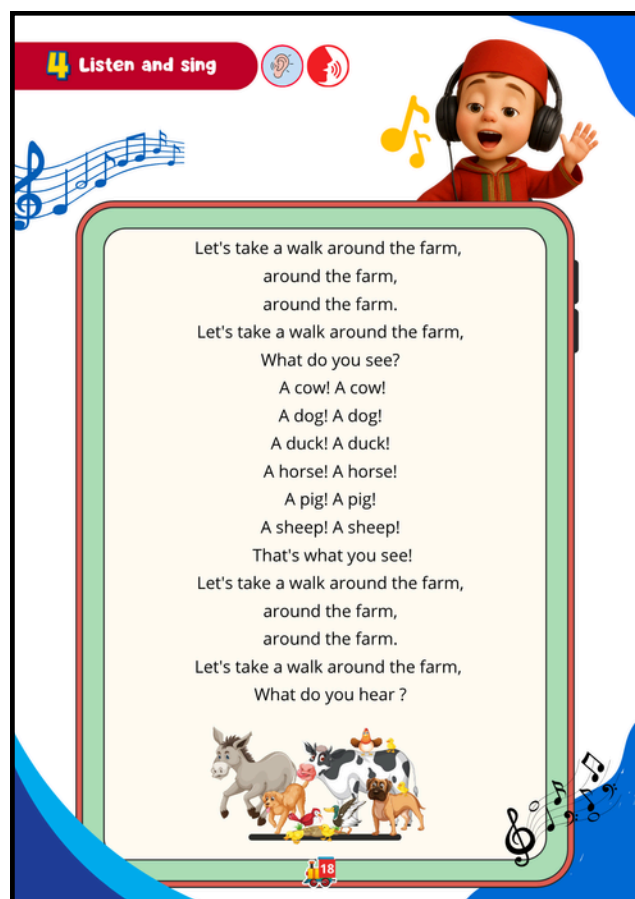
Keep instructions short and clear.

Encourage participation, not perfection.

Repeat the song several times (young learners need repetition).

Praise pupils frequently to build confidence.

Use real-life sounds (moo, quack, etc.) to make it fun.



Teaching materials

Coursebook page (as shown)

Audio recording of the song (if available)

Flashcards or pictures of farm animals

Real objects/toys (optional)

Board and markers

Speakers or audio player

Assessment

Informal Assessment

Observe participation during singing.

Check if pupils can:

Name animals correctly

Respond to "What do you see?"

Quick Check Activities

Show a flashcard → pupil says the animal.

Ask individually: "What do you see?"

Matching or pointing activities.

Success Criteria

Pupils can name at least 3–6 farm animals.

Pupils can respond using simple phrases.

Pupils join in the song with correct rhythm.

5 Read and learn

Singular	Plural
Cow	Cows
Horse	Horses
Cat	Cats
Rooster	Roosters
Dog	Dogs
Duck	Ducks
Goat	Goats
Pig	Pigs

6 Look at the picture Then fill in the blanks



1_ There is a _____ on the grass.

2_ There are four _____ on the fence.

3_ There are two _____ inside the fence.

Unit 1

Aims:

By the end of the lesson, learners will be able to:
Recognise and use singular and plural nouns (e.g. cow → cows).

Identify farm animals in pictures.

Use simple sentences with "There is / There are" correctly.

Count and describe objects using basic numbers (one, two, four).

Teaching materials

Coursebook page (the one in the image)

Flashcards or pictures of animals (cow, horse, cat, rooster, dog, duck, goat, pig)

Real objects or toy animals (if available)

Board and markers

Worksheets (optional)

Assessment

Formative (during lesson):

Ask individual students:

"What is the plural of cat?"

"Make a sentence with 'There are'."

Activity-based:

Check answers to Exercise 6:

There is a horse on the grass.

There are four roosters on the fence.

There are two cows inside the fence

Teaching Methods

1. Warm-up

Show pictures of animals and ask:

"What is this?"

Elicit answers: cow, dog, cat, etc.

2. Presentation

Write on the board:

Cow → Cows

Dog → Dogs

Highlight the "s" for plural.

Say and drill pronunciation:

Teacher: cow – cows

Students repeat.

3. Practice (Guided)

Use the table in the book.

Ask:

"What is the plural of horse?" → horses

Choral repetition and individual answers.

4. Picture Activity (Main Task)

Focus on Exercise 6.

Show first picture:

Ask: "What can you see?" → a horse

Elicit sentence:

"There is a horse on the grass."

Second picture:

Count together: 1, 2, 3, 4

Elicit: "There are four roosters on the fence."

Third picture:

Ask: "How many cows?" → two

Elicit: "There are two cows inside the fence."

5. Production (Speaking)

Students work in pairs:

Describe pictures using:

There is...

There are...

Tips for Teaching

Use real-life visuals to make learning concrete.

Drill pronunciation clearly: /z/ sound in "cows", "dogs".

Keep instructions simple and short.

Use gestures for singular (one finger) and plural (many fingers).

Encourage shy learners with praise and modelling.

Aims:

Pupils will be able to identify farm animals (dog, cow, sheep).

Pupils will be able to read and understand a short text.

Pupils will be able to name animals in a picture.

Pupils will practise simple speaking and vocabulary skills.

Teaching Methods

1. Warm-up

Ask: "Do you like animals?"

Show flashcards and ask: "What is this?"

2. Presentation

Read the text aloud.

Pupils listen and repeat.

Explain new words:

farm

animals

looks after

3. Practice

Ask comprehension questions:

Who is the text about?

What animals does he have?

Pupils answer orally.

4. Picture Activity

Show the picture.

Ask: "What animals can you see?"

Pupils complete:

dog

cow

sheep

5. Production (Optional)

Pupils say: "I can see a dog."

Tips for Teaching

Use gestures and pictures to support understanding.

Speak slowly and clearly.

Encourage all pupils to participate.

Praise correct answers to build confidence.

Repeat key vocabulary several times.

7 Read and complete

My grandfather is so active man, he has a farm, and he always spends his time with his animals. He gives them food and he looks after them very well. He has a dog, a cow and a sheep.



The animals in the picture

Teaching materials

Coursebook page (the one shown)

Flashcards of animals (dog, cow, sheep)

Real pictures or a short video of farm animals

Board and markers

Optional: toy animals

Assessment

Observe pupils during speaking activities.

Check if pupils can:

Name the animals correctly.

Answer simple questions about the text.

Review written answers in the blanks.

Quick oral check: point to a picture and ask, "What is this?"

8 Read and learn

An elephant : **an** → a e i o u
 A dog : **a** → b c d f g h j k l m n p q r s t v w x y z

Write a or an

1. lion 2. goat 3. elephant
 4. cow 5. eagle 6. owl

9 Look and write

Book - egg - car - igloo - train - apple - donkey - orange - bird - umbrella

a	an
....book....	egg....
.....	
.....	
.....	
.....	

Unit 1

Aims:

By the end of the lesson, pupils will be able to:
 recognise the articles a and an
 identify vowel letters: a, e, i, o, u
 use an before vowel sounds
 use a before consonant sounds
 say simple animal and object words correctly
 complete matching and writing activities independently
 improve speaking, reading and writing skills

Teaching materials

Pupil's Book page

Flashcards or pictures:

Lion – goat – elephant- cow -eagle -owl-

book – egg – car – igloo – train -apple -

donkey – orange – bird - umbrella

Board markers

Mini whiteboards

Sticky notes

Real classroom objects if possible:

an apple - an umbrella- a book-

Assessment

Observation

Check if pupils can identify vowels, choose a/an correctly, and pronounce words clearly.

Oral Assessment

Show flashcards and ask: "a or an?" Examples: apple, lion, umbrella, goat.

Written Assessment

Give simple exercises: Circle the correct answer: a / an

Teaching Methods

1. Warm-up

Show classroom objects one by one. Hold up: a book - an apple. Say: "a book" – "an apple". Ask pupils to repeat several times. Clap the rhythm: a book - an apple. Encourage choral repetition.

2. Presentation

Write on the board: A — an — dog — elephant — cat — owl. Teach the rule simply: Use an before words beginning with: a - e - i - o - u. Use a before other letters. Point to the page examples: an elephant - a dog. Read slowly and clearly. Ask pupils: "Elephant starts with...?" Pupils: "e". Teacher: "e is a vowel, so we say...?" Pupils: "an elephant". Repeat with: owl, eagle, lion.

3. Guided Practice – Exercise 8 (10 minutes)

Pupils look at the animals. Read each word together. Answers: a lion, a goat, an elephant, a cow, an eagle, an owl.

Teaching Procedure: For each picture, pupils say the animal name, identify the first letter, then decide: vowel → an, consonant → a. Use gestures: raise one hand for a, raise two hands for an. This keeps all pupils involved.

4. Look and Write – Exercise 9 (10 minutes)

Read the words together: book, egg, car, igloo, train, apple, donkey, orange, bird, umbrella. Draw two columns on the board: a / an. Invite pupils to come to the board and place words correctly.

Answers:

a: a book, a car, a train, a donkey, a bird.

an: an egg, an igloo, an apple, an orange, an umbrella.

5. Speaking Practice

Pupils work in pairs. One pupil says a word. The other says: a or an. Example: "owl" → "an owl". Encourage full sentences: "It is an owl." "It is a lion."

Tips for Teaching

Use visual learning. Young learners understand better through pictures and objects. Keep explanations simple. Avoid long grammar explanations. Say: "Vowel → an" and "Other letters → a". Use repetition. Repeat: an elephant, an owl, an apple many times with rhythm and actions. Encourage speaking. Even shy pupils should repeat single words. Use whole class repetition, pair work, and games. Correct gently. If a pupil says: "a elephant", model naturally: "an elephant". Avoid over-correcting. Use movement. Make pupils move to two corners: Corner A = a, Corner B = an. Say a word and pupils move to the correct corner.

Aims:

To recognise and name the letters of the English alphabet (A–Z).

To identify upper-case and lower-case letters.

To develop listening, speaking, reading and early writing skills.

To practise letter sounds through phonics activities.

To help pupils identify the first letter of simple animal words.

To encourage correct pencil grip and neat handwriting.

Teaching Methods

1. Warm-up

Greet the pupils cheerfully.

Sing the alphabet song together.

Revise a few letters using flashcards.

2. Listen, Point and Read

Point to each letter and model the pronunciation clearly.

Pupils repeat the letters after the teacher.

Practise both the letter names and sounds.

Ask pupils to point to letters in their books while listening.

3. Write Your Name

Demonstrate how to write a name neatly on the board.

Pupils trace or copy their names carefully.

Encourage correct letter formation and spacing.

4. Circle the First Letter

Name each animal aloud:

lion-sheep-cow--dog-cat-horse

Ask pupils to repeat the words.

Pupils identify and circle the correct first letter.

5. Speaking Practice

Ask questions such as:

“What animal is this?”

“What letter does lion begin with?”

Encourage full answers:

“Lion begins with L.”

Tips for Teaching

Speak slowly and clearly when introducing sounds.

Use gestures and facial expressions to maintain attention.

Praise pupils frequently to build confidence.

Allow shy pupils time to answer.

Use repetition and chanting for better memory.

Walk around the classroom to check pencil grip and letter formation.

Use colourful visuals to make phonics enjoyable.

Keep activities short and active for Grade 1 learners.



Teaching materials

Pupil's book page.

Alphabet flashcards.

Animal flashcards or toy animals.

Whiteboard and markers.

Coloured pencils or crayons.

Audio recording of alphabet sounds (if available).

Pointer or stick for letter pointing activities.

Assessment

Observe whether pupils can:

recognise letters correctly;

repeat letter sounds accurately;

point to the correct letter;

write their names neatly;

identify the first letter of animal words.

Ask individual pupils to say a letter and its sound.

Check completed workbooks for correct answers and neat writing.

Provide oral feedback and simple corrections immediately.



Aims:

- Pupils recognise and say numbers 11–20.
- Pupils match numbers with their written forms (e.g. 11 – eleven).
- Pupils develop counting skills using real-life objects (balls, pencils, birds).
- Pupils practise speaking, listening, and writing numbers.

Teaching materials

- The worksheet (as shown in the image).
- Flashcards (numbers 11–20).
- Real objects (e.g. pencils, counters, or balls).
- Board and markers.
- Optional: coloured pencils for engagement.

Teaching Methods

Presentation:

Introduce numbers 11–20 using flashcards. Say each number clearly and have pupils repeat.

Modelling:

Show how to count objects slowly and carefully (pointing to each item).

Guided Practice:

Work together on one example (e.g. count the balls as a class).

Independent Practice:

Pupils complete the worksheet individually (count and write).

Interactive Learning:

Ask questions like: “How many pencils can you see?”

Tips for Teaching

- Emphasise pronunciation (e.g. thirteen vs thirty).
- Encourage pupils to touch or point while counting.
- Use repetition and rhythm (chant numbers).
- Support weaker pupils by counting together.
- Challenge stronger pupils to count backwards from 20.

Assessment

- Emphasise pronunciation (e.g. thirteen vs thirty).
- Encourage pupils to touch or point while counting.
- Use repetition and rhythm (chant numbers).
- Support weaker pupils by counting together.
- Challenge stronger pupils to count backwards from 20.

Unit 2

My family tree





Aims:

By the end of the lesson, pupils will be able to:
 Identify and name family members: dad, mum, sister, brother
 Use the sentence: "This is my..."
 Point to and recognise family members in pictures
 Develop speaking and listening skills
 Build confidence in simple self-expression

Teaching materials

Pupil's Book (the page shown)
 Flashcards (dad, mum, sister, brother)
 Family photo (real or printed)
 Board and markers
 Audio (if available)
 Small puppets or toys (optional but very effective)

Assessment

✓ Informal Assessment (during lesson)
 Check if pupils can:
 Point correctly to family members
 Repeat the vocabulary
 Say simple sentences
 ✓ Quick Assessment Activity
 Show random flashcards:
 Ask: "Who is this?"
 Expected answer:
 "Dad" / "Mum" / etc.

Teaching Methods

1. Warm-up

Greet pupils: "Good morning!"
 Ask: "Who is in your family?" (accept L1 if needed)
 Show your own photo or draw a simple family on the board

2. Presentation

Show the picture from the book
 Point and say clearly:
 Dad
 Mum
 Sister
 Brother
 Use gestures:
 Dad (deep voice)
 Mum (soft voice)
 Sister/Brother (point to children)
 Pupils repeat (choral repetition → individual)

3. Practice

Activity 1: Listen and Point
 Say: "Point to Dad" → pupils point
 Repeat with all family members
 Activity 2: Repeat and Say
 Teacher: "Dad" → pupils repeat
 Then: "This is my dad" → pupils repeat

4. Production

Speaking Practice
 Pupils point to the picture and say:
 "This is my mum."
 "This is my brother."
 Pair Work
 Pupils work in pairs:
 Pupil A points → Pupil B says

Tips for Teaching

Use real-life connection: ask about their families
 Keep instructions short and clear
 Use repetition and gestures
 Encourage shy pupils gently
 Use praise: "Well done!", "Excellent!"
 If pupils struggle, model again slowly

Aims:

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

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

Recognise the word friends.

Ask and answer a simple question: "Can you tell me about your family?"

Write simple sentences about their family (e.g. "This is my mum.").

Match pictures with the correct vocabulary.

Teaching Methods

1. Warm-up

Greet pupils: "Hello!"

Ask simple questions: "Who is in your family?"

Show your own example: "This is my mum."

2. Presentation (Vocabulary)

Show flashcards:

Mum and dad

Brother and sister

Friends

Family

Say each word clearly → pupils repeat (choral and individual repetition).

Use gestures (point to imaginary family members).

3. Practice – Look and Match

Pupils look at the pictures in Activity 3.

Ask:

"Where are the mum and dad?"

"Where are the friends?"

Pupils match pictures to words.

Check answers together on the board.

4. Speaking – Write and Say

Focus on the speech bubble:

"Hello. Can you tell me about your family?"

Model the answer:

"This is my mum. This is my dad."

Pupils practise in pairs.

5. Writing Activity

Pupils write simple sentences in the notebook section.

Support weaker pupils with sentence starters:

This is my ...

I have a ...

Encourage drawing their family.

Tips for Teaching

Use simple language and repeat often.

Encourage speaking before writing.

Use gestures and visuals to support understanding.

Praise pupils frequently: "Well done!"

For shy pupils, allow them to point instead of speaking first.

Differentiate:

Strong pupils → write 3–4 sentences.

Weak pupils → write 1 sentence + draw.



Teaching materials

Pupil's Book (this page)

Flashcards (mum, dad, brother, sister, family, friends)

Board and markers

Real-life photos (optional – teacher's family or pupils' photos)

Worksheets for extra practice (optional)

Coloured pencils

Assessment

Ongoing Assessment

Observe participation during:

Repetition

Matching activity

Pair speaking

Questions to check understanding:

"Who is this?" (point to picture)

"Is this mum or sister?"

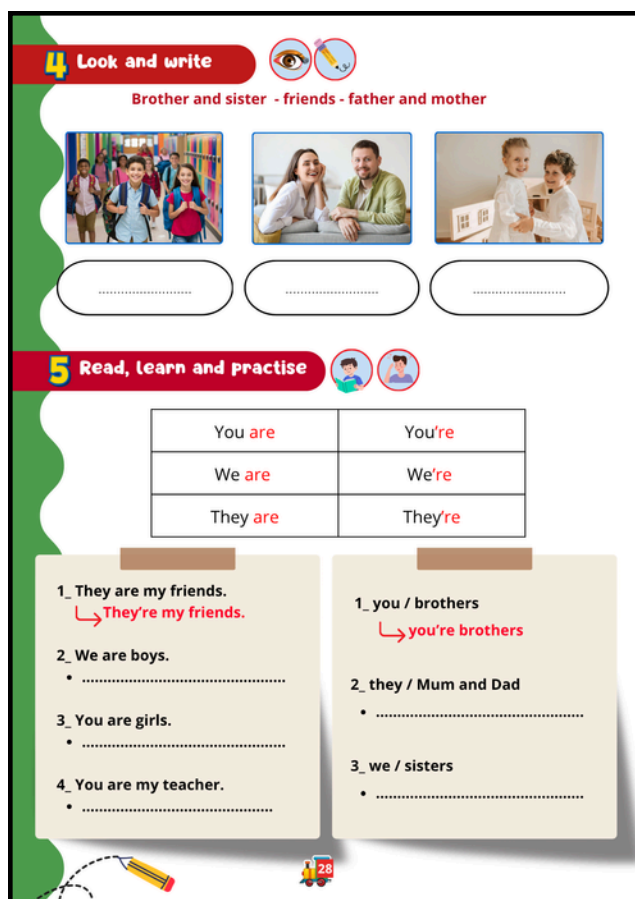
Final Check

Pupils can:

Match correctly

Say at least 2 family words

Write a simple sentence



Teaching Methods

1. Warm-up

Greet pupils: "Good morning! How are you?"

Ask simple questions:

"Who is in your family?"

Show family flashcards and elicit vocabulary.

2. Presentation

a) Vocabulary (Look and Write)

Show the three pictures.

Ask guiding questions:

"Are they friends?"

"Is this father and mother?"

"Are they brother and sister?"

Model answers:

They are friends.

They are father and mother.

They are brother and sister.

b) Grammar (Read and Learn)

Write on the board:

You are → You're

We are → We're

They are → They're

Say and drill (choral repetition).

Clap rhythm activity:

Teacher: You are

Pupils: You're

3. Practice

a) Controlled Practice

Pupils complete:

We are boys → We're boys.

You are girls → You're girls.

You are my teacher → You're my teacher.

b) Guided Practice

Pupils match:

you / brothers → You're brothers

they / Mum and Dad → They're Mum and Dad

we / sisters → We're sisters

4. Production

Pupils make their own sentences:

We're friends.

They're my parents.

Pair work:

One pupil says full form, the other says contraction.

Tips for Teaching

Use gestures (point to yourself, group, others).

Keep language simple and clear.

Use repetition and songs for contractions.

Encourage shy pupils with praise.

Use real-life examples (classmates = "We're friends").

Correct gently without interrupting fluency.

Aims:

By the end of the lesson, pupils will be able to:
Identify family members and relationships (brother, sister, friends, father, mother).

Match pictures with correct words.

Understand and use the verb "to be" (are).

Recognise and use contractions:

You are → You're

We are → We're

They are → They're

Form simple oral and written sentences.

Teaching materials

Pupil's Book (page shown)

Flashcards (family members: mother, father, brother, sister, friends)

Board and markers

Pictures of families or real-life photos

Word cards (You are / You're / We are / We're / They are / They're)

Worksheets for practice

Assessment

1. Observation

2. Oral Assessment

"Say: You are my friend." → "You're my friend."

3. Written Assessment

Fill in the blanks:

4. Performance Task

Pupils describe a picture:

Aims:

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

Read and understand short sentences about family members.

Identify and use key vocabulary: father, mother, police officer, nurse.

Ask and answer simple questions about age and jobs.

Complete sentences using given information.

Develop early reading comprehension and writing skills.

Teaching Methods

1. Warm-up

Greet pupils: "Hello! How are you today?"

Revise family vocabulary:

Show flashcards and ask: "Who is this?" (father/mother)

Quick TPR activity: pupils point to imaginary family members.

2. Presentation

Show the picture of Ben and his father.

Read aloud slowly:

"Hello. My name is Ben..."

Use gestures and point to the picture.

Ask simple questions:

"What is his name?" → Ben

"Who is this?" → father

"Is he a teacher?" → No → police officer

Repeat with Sara and her mother.

3. Practice

Activity 1: Guided Reading

Pupils repeat sentences after the teacher (choral repetition).

Focus on pronunciation: police officer, nurse.

Activity 2: Comprehension

Ask:

"How old is Ben's father?" → 41

"What is his job?" → police officer

"How old is Sara's mother?" → 35

4. Production

Activity: Complete the sentences

Pupils fill in:

Answers:

Ben's father is Tony

He is 41 years old

He is a police officer

Sara's mother is Nancy

She is 35 years old

She is a nurse

Teacher monitors and supports.

Tips for Teaching

Use simple language and short instructions.

Encourage repetition and speaking aloud.

Use gestures and visuals to support understanding.

Praise pupils often: "Well done!", "Good job!"

Provide word bank on the board.

6 Read and complete

Hello! My name is Ben.
This is my father Tony, he's 41 years old.
He is a police officer, he likes his job.

_ Ben's father is _____
_ He is _____ years old.
_ He is a _____

Hello! My name is Sara.
This is my mother Nancy. She is 35 years old.
She is a nurse. She likes her job too.

_ Sara's mother is _____
_ She is _____ years old.
_ She is a _____

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Unit 2

Teaching materials

Pupil's Book (page shown)

Flashcards (family members & jobs)

Board and markers

Real-life pictures (police officer, nurse)

Word cards (father, mother, 41, 35, police officer, nurse)

Optional: short audio or teacher reading aloud

Assessment

Informal Assessment:

Observe pupils during:

Reading aloud

Answering questions

Completing sentences

Questions to check understanding:

"Who is Ben's father?"

"What is his job?"

"How old is Sara's mother?"

Exit Task:

Pupils say:

"My mother is a ... She is ... years old."

7 Read and circle

These are my friends, we go running together .
We are happy when we go out and play. My friends are so nice. I love them.



_ My friends go : **walking** / running

_ My freinds are : **happy** / sad

_ My friends are : **at home** / in the park

Aims:

By the end of the lesson, pupils will be able to:
Read and understand a short, simple text about friends.

Identify key vocabulary: friends, running, happy, play, park.

Develop basic reading comprehension skills.

Recognise and choose correct answers (multiple choice).

Speak simple sentences about their friends (e.g. My friends are happy).

Teaching materials

Pupil's Book (page shown)

Flashcards (friends, running, park, happy/sad)

Board and markers

Realia or pictures of children playing

Optional: short video/song about friends

Assessment

Formative Assessment (during lesson):

Observe pupils' participation.

Check pronunciation during repetition.

Monitor understanding through answers.

Activity Assessment:

Check if pupils circled:

running

happy

in the park

Teaching Methods

1. Warm-up

Greet pupils and ask:

Do you have friends?

What do you do with your friends?

Encourage simple answers: play, run, laugh

2. Pre-reading (Vocabulary)

Teach key words using gestures and pictures:

friends (point to group)

running (mime running)

happy (smile)

park (show picture)

Drill pronunciation (choral and individual repetition).

3. While-reading

Teacher reads the text aloud slowly.

Pupils listen and follow with their fingers.

Read again together (choral reading).

Ask simple comprehension questions:

Are they happy? → Yes

Do they run or sleep? → Run

4. Post-reading Activity (Read and Circle)

Explain the task clearly:

Read and circle the correct answer.

Do the first question together:

My friends go... running

Pupils complete the rest individually or in pairs.

5. Speaking Practice

Pupils say:

My friends are happy.

We play in the park.

Use pair work for simple dialogue.

Tips for Teaching

Use gestures and movement to support understanding.

Keep instructions short and clear.

Encourage shy pupils with praise.

Repeat vocabulary often.

Use the picture to ask:

What can you see?

Allow pupils to answer using single words if needed.

Aims:

By the end of the lesson, pupils will be able to:
Introduce a friend using simple sentences: "This is my friend."

Say a name: "His/Her name is ..."

Say age: "He/She is six years old."

Use he/she correctly.

Develop confidence in speaking in front of others.

Teaching Methods

1. Warm-up

Greet pupils and ask:

"Do you have a friend?"

Let a few pupils answer in L1 or simple English.

2. Presentation

Show the picture (boys and girls).

Point and model:

"This is my friend."

"His name is Ben."

"He is six years old."

Repeat with the girls:

"Her name is Jessica."

Emphasise he / she using gestures:

Point to a boy → he

Point to a girl → she

3. Repetition & Drilling

Choral repetition (whole class)

Group repetition (boys / girls)

Individual repetition

Use substitution:

Teacher: "His name is Ben."

Pupils: "His name is Ali."

4. Guided Practice

Pupils work in pairs.

Give a simple model:

"This is my friend. His name is ... He is ... years old."

Pupils practise with a partner.

5. Production (Your Turn)

Pupils complete the sentence:

"This is my friend. His/Her name is ... He/She is ... years old."

Ask some pupils to present in front of the class.

Tips for Teaching

Use gestures to clarify he / she.

Encourage shy pupils with praise.

Accept short answers at first (e.g. "Ali, six").

Use real pupils for meaningful practice.

Repeat key structures many times.

Keep instructions simple and clear.

8 Read and act : Introduce a friend



This is my friend.
His name is Ben
He is six years old.



This is my friend
Her name is Jessica
She is six years old.

Your turn.

This is my friend
..... name
..... is years old.

Unit 2

Teaching materials

Pupil's Book (page shown)

Flashcards (boy / girl / friend)

Name cards (Ben, Jessica, etc.)

Board and markers

Real classroom objects (to personalise: e.g. pupils themselves)

Optional: short video or audio of children introducing friends

Assessment

Formative Assessment (during lesson)

Observe if pupils can:

Say "This is my friend."

Use his/her correctly

Say a name and age

Simple Checklist

_ can introduce a friend

_ can say name

_ can say age



Aims:

By the end of the lesson, pupils will be able to:
 Identify and understand key vocabulary related to friendship (e.g. listen, share, kind, please, thank you).
 Develop listening skills through following a simple song.
 Improve speaking skills by repeating and singing lines confidently.
 Show understanding of good behaviour and social values (sharing, kindness, turn-taking).
 Build confidence and rhythm through singing and actions.

Teaching materials

Coursebook page (song: I'm a Good Friend).
 Audio recording of the song.
 Flashcards (friend, toys, sharing, listening, kind words).
 Real objects (toys for demonstration).
 Board and markers.
 Optional: speaker or projector.

Assessment

Formative Assessment (during the lesson):
 Observe if pupils:
 Participate in singing.
 Repeat vocabulary correctly.
 Understand actions and meaning.

Teaching Methods

1. Warm-up

Greet pupils and ask simple questions:
 Do you have a friend?
 What do good friends do?
 Encourage short answers (e.g. share, play, help).

2. Pre-listening (Vocabulary)

Introduce key words using gestures and realia:
 listen (cup hand to ear)
 share (give a toy to a pupil)
 kind (smile, friendly gesture)
 Drill pronunciation (choral and individual repetition).

3. While-listening

Play the song once:
 Pupils listen only (no singing yet).
 Ask simple comprehension questions:
 What can a good friend do?
 Play again:
 Pupils repeat line by line.
 Add actions:
 listen → hand to ear
 share → pretend giving
 please/thank you → polite gesture

4. Post-listening (Practice)

Pupils sing together with actions.
 Divide class into groups:
 Group A: sings "I can listen"
 Group B: sings "I can share"
 Role-play:
 One pupil shares a toy and says "please" and "thank you".

5. Production

Pupils complete sentence orally:
 I am a good friend. I can ____.
 Encourage different answers (share, help, listen).

Tips for Teaching

Use lots of gestures and movement to keep pupils engaged.
 Repeat the song several times (young learners need repetition).
 Keep instructions short and clear.
 Encourage shy pupils gently—do not force them to sing alone.
 Praise positive behaviour (Well done! Good sharing!).
 Use real-life examples to connect learning with behaviour in class.

Aims:

By the end of the lesson, pupils will be able to:
Recognise and pronounce the long “oo” sound /u:/ (as in moon, spoon).

Identify words containing the “oo” vowel pattern.
Match words to corresponding pictures correctly.
Develop listening and speaking skills through repetition.

Build early reading confidence using simple phonics vocabulary.

Teaching Methods

1. Warm-up

Greet pupils and revise previous sounds.
Show familiar objects and ask: “What is this?”

Introduce the sound:

Teacher says: “oo /u: /” (stretch the sound: oooooo).

2. Presentation (Point and Repeat)

Point to each picture: goose, spoon, book, foot.

Model pronunciation clearly:

goose → /gu:s/

spoon → /spu:n/

book → /bʊk/ (contrast short sound)

foot → /fʊt/

Pupils repeat:

Whole class → groups → individuals

Emphasise difference:

Long /u:/ (moon) vs short /ʊ/ (book)

3. Practice (Look and Match)

Pupils look at words: moon, boot, zoo, food

Ask pupils to:

Read the word aloud

Match it to the correct picture

Monitor and support pupils individually.

4. Production (Speaking Activity)

Game: “Point and Say”

Teacher shows a picture → pupils say the word.

Pair work:

One pupil says a word, the other points to the picture.

Optional: pupils draw one “oo” word and say it.

Tips for Teaching

Use clear mouth movement to show sound formation.

Stretch the long sound: “mooooooon” to help understanding.

Use gestures:

Long sound → stretch arms

Short sound → small gesture

Encourage shy pupils with praise.

Repeat frequently but keep it fun and active.

Use real-life examples (food, book, spoon) for better understanding.



Teaching materials

Pupil's Book (page shown)

Flashcards (goose, spoon, book, foot, moon, boot, zoo, food)

Real objects (if possible: spoon, book, shoe/boot)

Whiteboard and markers

Audio (if available for pronunciation)

Mini flashcards for group work

Assessment

Formative Assessment (during lesson)

Observe pupils' ability to:

Repeat words correctly

Recognise the “oo” sound

Match words and pictures

Quick Check Activity

Say a word:

Pupils raise hand if they hear “oo”

Ask individual pupils:

“What is this?” (show picture)

End-of-Lesson Check

Pupils:

Read 2–3 “oo” words aloud

Match at least 2 words correctly



Aims:

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

- Identify good and bad behaviour in everyday situations.
- Use simple language to describe actions (e.g. help, clean, fight, shout).
- Develop speaking and listening skills through discussion.
- Build moral awareness and positive social values.
- Make simple judgements using: "This is good" / "This is bad".

Teaching materials

- Pupil's Book (page shown)
- Flashcards showing actions (helping, fighting, cleaning, shouting)
- Board and markers
- Real-life classroom examples
- Smiley face / sad face (cards)
- Optional: short video or story about behaviour

Assessment

- Formative Assessment (during lesson)
- Observe if pupils can:
- Identify good vs bad actions
- Respond correctly to questions
- Participate in speaking activities
- Quick Check
- Show a picture and ask:
- "Good or bad?"
- Individual pupils answer orally.

Teaching Methods

1. Warm-up

Greet pupils and ask:

"Are you good today?" 😊

Mime actions:

Helping → pupils guess

Fighting → pupils react

Introduce key words: good / bad

2. Presentation

Show each picture and ask:

"What can you see?"

Describe simply:

Cleaning → good

Fighting → bad

Helping → good

Shouting → bad

Helping an old person → good

Studying → good

Model sentences:

"This is good."

"This is bad."

Pupils repeat.

3. Practice (Circle the right thing)

Pupils look at each picture.

Ask guiding questions:

"Is this good or bad?"

Pupils circle the correct answer.

Check answers as a class.

4. Production (Speaking Activity)

Pair work:

Pupil A: describes picture

Pupil B: says good or bad

Game: Stand up / Sit down

Teacher says an action:

Good → stand up

Bad → sit down

Tips for Teaching

Use simple, clear language.

Encourage pupils to explain:

"Why is it good?"

Praise positive answers to build confidence.

Use gestures and facial expressions for meaning.

Relate to real classroom behaviour:

"Do we help our friends?"

Be sensitive—avoid making pupils feel judged.

Aims:

By the end of the lesson, pupils will be able to:
Recognise and name common animals (sheep, horse, goat, dog, pig, hen, cat, cow).

Match pictures to correct animal words.

Spell simple animal words by completing missing vowels.

Use the articles "a" and "an" correctly with nouns.

Develop speaking and listening skills through simple classroom interaction.

Teaching Methods

1. Warm-up

Greet pupils and revise animal vocabulary using flashcards.

Ask: "What is this?" → Pupils answer: "It's a dog."

2. Activity 1 - Complete the word

Show the pictures (sheep, horse, goat, dog).

Read the incomplete words aloud.

Pupils repeat and guess the missing letters.

Write answers on the board and drill pronunciation.

Example:

sh_p → sheep

h_rse → horse

3. Activity 2 - What are these animals?

Show silhouettes (pig, hen, cat, cow).

Ask: "What animal is this?"

Pupils answer orally first, then write.

Encourage full sentences:

"It is a pig."

4. Activity 3 - a / an

Explain simply:

a → before consonant sounds (a pig, a goat)

an → before vowel sounds (an apple, an egg)

Model examples on the board.

Pupils complete the exercise.

5. Practice

Quick oral game:

Teacher says: "apple" → pupils say "an apple"

Teacher says: "dog" → pupils say "a dog"

Tips for Teaching

Use gestures and sounds (e.g. animal noises) to engage young learners.

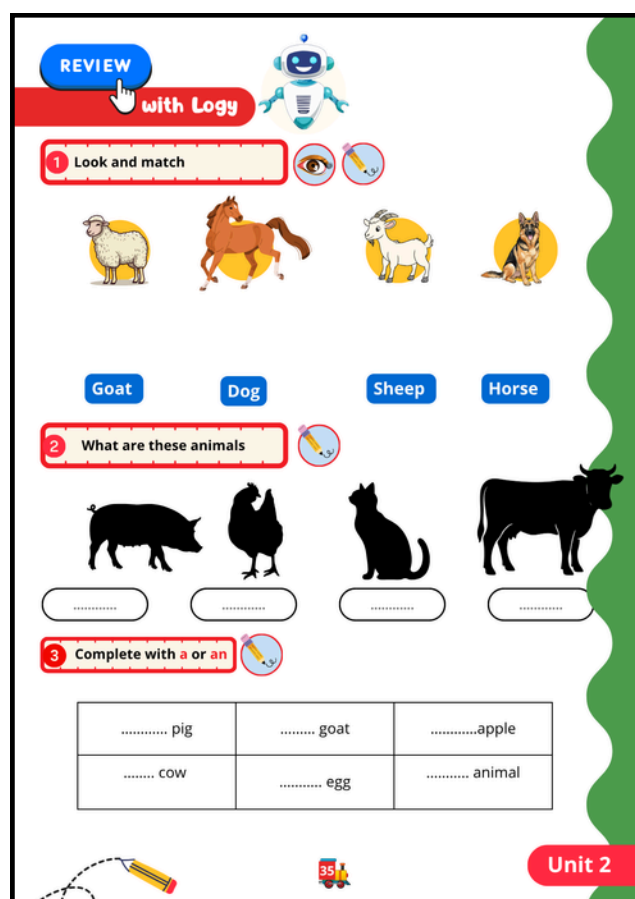
Keep instructions short and clear.

Drill pronunciation regularly.

Encourage shy pupils with praise.

Use repetition and visuals to support understanding.

Walk around and support pupils individually.



Teaching materials

Pupil's book (page shown).

Flashcards of animals (sheep, horse, goat, dog, pig, hen, cat, cow).

Board and markers/chalk.

Realia or toy animals (optional).

Worksheets (optional for extra practice).

Assessment

Formative Assessment

Observe pupils during activities:

Can they name animals correctly?

Can they match pictures and words?

Can they use a/an correctly?

Quick Check

Ask individual pupils:

"What is this?"

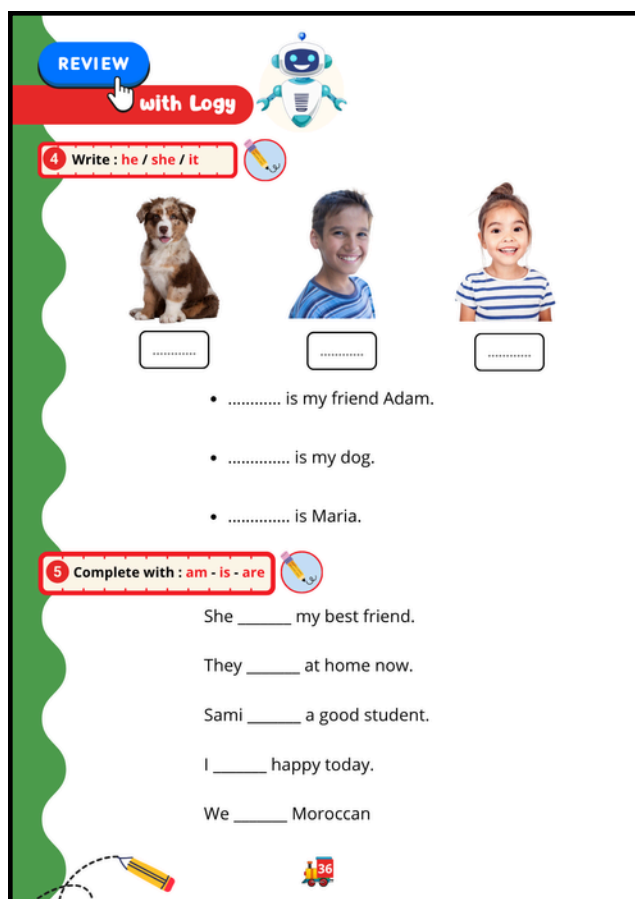
"Say: apple" → pupil: "an apple"

Written Assessment

Check completed workbook:

Correct spelling

Correct use of a/an



Aims:

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

- Identify and use subject pronouns he, she, it correctly.
- Recognise the difference between people and animals when using pronouns.
- Use the verb "to be" (am / is / are) in simple sentences.
- Complete sentences orally and in writing.
- Build confidence in speaking simple English sentences.

Teaching materials

Pupil's book (page shown).
Flashcards or pictures (boy, girl, dog).
Board and markers/chalk.
Name cards (e.g. Adam, Marina, Sami).
Optional: real classroom objects for practice.

Assessment

Formative Assessment

Observe pupils:

Can they choose the correct pronoun?

Can they use am / is / are correctly?

Oral Check

Ask:

"What do we say for a boy?" → he

"Say: I / happy" → I am happy

Written Assessment

Check pupils' books:

Correct pronouns - Correct verb forms

Sentence accuracy

Teaching Methods

1. Warm-up

Show pictures of a boy, girl, and animal.

Ask:

"Is this a boy or a girl?"

"Is this a person or an animal?"

2. Activity 1 – he / she / it

Point to each picture:

Dog → it

Boy → he

Girl → she

Pupils repeat after you (choral repetition).

Write on the board:

He = boy

She = girl

It = animal/thing

3. Sentence Practice

Read sentences together:

He is my friend Adam.

It is my dog.

She is Marina.

Pupils complete orally first, then write.

4. Activity 2 – am / is / are

Teach simply:

I → am

He / She / It → is

We / They → are

Model examples:

I am happy.

She is my friend.

They are at home.

Pupils complete the exercise:

she is my best friend

they are at home now

Sami is a good student

I am happy today

We are Moroccan

5. Practice Activity (5 minutes)

Oral game:

Teacher says: "Sami" → pupils say: "He is Sami."

Teacher says: "cat" → pupils say: "It is a cat."

Tips for Teaching

Use clear gestures (point to a boy/girl/animal).

Encourage full sentences, not one-word answers.

Repeat structures many times for reinforcement.

Support weaker pupils with modelling.

Use pupils' names to personalise learning ("He is Ali").

Keep the lesson fun and interactive.

Unit 3

Birthday party





Aims:

- To introduce and practise vocabulary related to feelings (happy, excited) and birthday items (cake, balloons).
- To develop speaking skills through describing pictures.
- To improve listening and pronunciation of key words.
- To encourage learners to talk about personal experiences (birthdays/parties).

Teaching materials

- The coursebook page (image provided)
- Flashcards (happy, excited, cake, balloons)
- Real objects or visuals (e.g. a toy cake or balloons if available)
- Board and markers
- Audio (if the speaker icon indicates listening activity)

Assessment

- Observation:
 - Can students recognise and say the vocabulary?
- Speaking check:
 - Can they answer simple questions?
- Quick activity:
 - Teacher points → students say the word.

Teaching Methods

PPP approach (Presentation, Practice, Production)

1. Presentation

- Show the picture and ask:
 - What can you see?
 - Is the family happy or sad?
- Teach vocabulary:

Happy
Excited
Cake
Balloons

Model pronunciation and drill (choral and individual).

2. Practice

Students point and say:

"Happy"
"Excited"
"Cake"
"Balloons"

Ask simple questions:

- What is this? (pointing)
- How do they feel?

Use repetition and short answers.

3. Production

Students describe the picture:

"They are happy."
"It is a birthday."

Pair work:

- Ask: Do you like birthdays?
- What do you have at a party?

Tips for Teaching

- Use facial expressions and gestures to show "happy" and "excited".
- Encourage full sentences, even simple ones.
- Support weaker learners with pointing and repetition.
- Extend stronger learners:
 - "Why are they happy?"
 - "What is happening?"
- Keep the lesson interactive and lively.

Aims:

To recognise and name musical instruments (piano, violin, drum, harmonica).

To develop reading and matching skills.

To practise simple sentence structures: "He/She knows how to play..."

To improve speaking and listening through repetition and identification.

Teaching Methods

Visual learning: using pictures to match words and instruments.

Guided practice: teacher models sentences first.

Interactive questioning: asking learners "What is this?"

Pair or individual work: completing the sentences.

Repetition and drilling: reinforcing pronunciation and structure.

Tips for Teaching

Start by eliciting prior knowledge: ask pupils if they know any instruments.

Use gestures (e.g., pretend to play instruments) to support understanding.

Drill pronunciation clearly: violin /ˌvaɪəˈlɪn/, harmonica /hɑːˈmɒnɪkə/.

Encourage full sentences, not single-word answers.

Support weaker pupils with pointing and choices.

Assessment

Observation: check if pupils correctly match instruments and words.

Oral check: ask pupils to say sentences (e.g., "She knows how to play the violin.").

Worksheet completion:

James → harmonica

Veronica → violin

Jad → drum

Olivia → piano

Quick review: show a picture and ask pupils to name the instrument.

2 Read and match

harmonica piano violin drum

3 Look and complete with the words above

- This is James, he knows how to **play** with
- This is Veronica, she knows how to **play** with
- This is Jad, he knows how to **play** with
- This is Olivia, she wants to know how to **play** with

Unit 3

Teaching materials

The worksheet (image provided).

Flashcards or realia of instruments (piano, violin, drum, harmonica).

Board and markers.

Audio clips of instrument sounds (optional but helpful).

4 Read the text and circle the right answer

Today, there is a big birthday party with friends. Anna is 7 years old now. He is happy and excited. We play together and we sing some songs. After that, we eat cake, popcorn and some sweets. We also drink juice and lemonade.



1. How does Jad feel?
a) Sad b) Happy c) Angry

2. What do they have?
a) burger b) bread c) cake

3. What do they drink?
a) tea b) coffee c) juice

Teaching Methods

Warm-up

Ask: "Do you like birthday parties?"

Elicit words: cake, friends, happy.

Pre-reading

Teach/review key vocabulary: birthday, happy, cake, juice.

Use pictures or gestures.

While-reading

Teacher reads the text aloud.

Pupils repeat after the teacher.

Pupils read silently.

(Let your pupils find out one mistake in the text)

(Anna__She not he)

Comprehension

Go through questions one by one.

Pupils choose answers individually, then check in pairs.

Feedback

Elicit answers:

b) Happy

c) cake

c) juice

Aims:

Develop pupils' reading comprehension skills.

Help pupils identify key information (feelings, food, drinks).

Reinforce understanding of basic vocabulary (happy, cake, juice, etc.).

Practise multiple-choice answering skills.

Teaching materials

The worksheet (image provided).

Whiteboard and markers.

Flashcards (feelings, food, drinks).

Optional: realia (e.g. pictures of cake, juice).

Assessment

Observe pupils during pair work and participation.

Check accuracy of answers (3/3 correct = excellent understanding).

Ask oral follow-up questions to assess deeper comprehension.

Optional: quick exit question — "What do you eat at a birthday party?"

Tips for Teaching

Encourage pupils to underline key words in the text.

Use intonation and expression when reading aloud to show meaning.

For weaker pupils, read the questions together and guide them to the answer.

For stronger pupils, ask extra questions like:

"What else do they eat?" (popcorn, sweets).

Aims:

To practise vocabulary related to birthdays (e.g. blow, cut, dance, wish).

To identify and name common objects (dish, spoon, glass, knife, fork).

To develop speaking and matching skills.

To encourage personal expression (choosing favourite presents).

Teaching Methods

Presentation:

Introduce key vocabulary using pictures or realia.

Matching activity:

Pupils match pictures with actions (blow, cut, dance, wish).

Labelling:

Pupils write correct names under objects.

Speaking practice: Ask questions like "What do you do on your birthday?"

Personalisation:

Pupils choose and talk about their favourite present.

Tips for Teaching

Use gestures (e.g. pretend to blow candles, cut cake).

Drill pronunciation, especially tricky words like knife (silent "k").

Encourage full sentences:

"I like the headphones." not just single words.

Support weaker pupils with word banks or pointing activities.

Make it fun by mimicking a birthday party scene.



Teaching materials

The worksheet (as shown).

Flashcards or real objects (spoon, fork, knife, glass, dish).

A birthday song/audio (optional).

Board and markers.

Assessment

Observe if pupils can:

Match actions correctly (blow, cut, dance, wish).

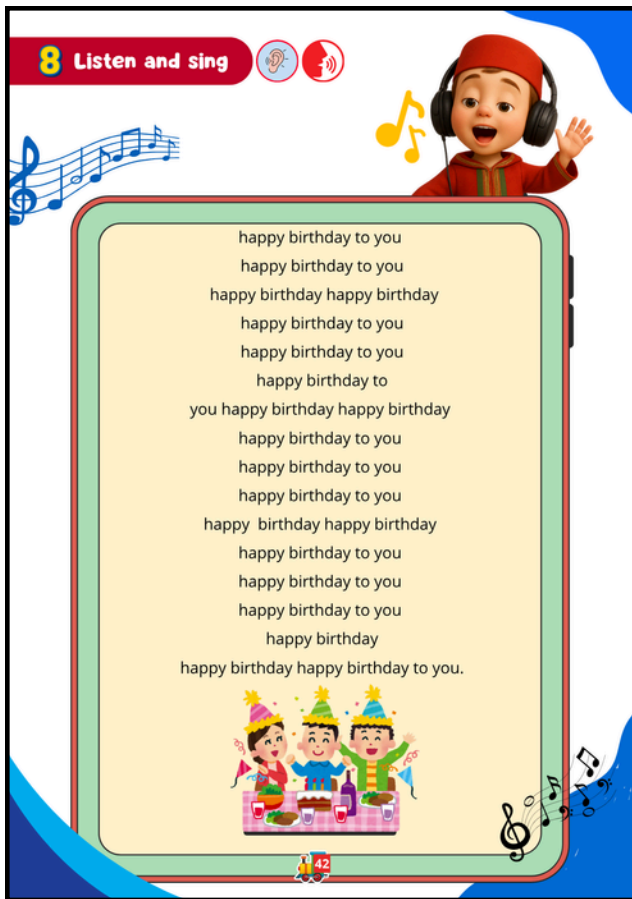
Label objects accurately.

Use vocabulary in simple sentences.

Ask quick oral questions:

"What is this?"

"What do you do with a knife?"



Aims:

Pupils will be able to:

Sing the song "Happy Birthday to You" confidently.

Recognise and use key vocabulary: happy, birthday, to you.

Improve listening and pronunciation skills.

Develop rhythm and intonation through singing.

Teaching materials

Coursebook page (image provided)

Audio recording of the song (if available)

Flashcards (birthday, cake, party, candles)

Board and markers

Optional: realia (birthday hat, toy cake)

Assessment

Informal observation:

Can pupils follow the song?

Do they pronounce key words correctly?

Are they participating?

Simple checks:

Ask pupils to say or repeat key words.

Observe confidence during singing.

Performance-based:

Group singing or short individual attempts.

Teaching Methods

Listening and repetition: Pupils listen and repeat line by line.

Choral singing: Whole class sings together.

Action-based learning: Add simple gestures (clap, wave, point).

Modelling: Teacher demonstrates pronunciation and rhythm.

Pair/group work: Pupils practise singing in small groups.

Lesson Procedure (Suggested)

Warm-up

Ask: "When is your birthday?"

Show a picture of a birthday party and elicit vocabulary.

Presentation (5 mins)

Play or sing the song.

Pupils listen only.

Practice

Teach the song line by line.

Drill pronunciation: happy, birthday, to you.

Add actions (e.g. clap on "happy").

Production

Pupils sing the full song together.

Invite small groups or individuals to perform.

Fun Extension (optional)

Sing the song for a pupil in class.

Use a pretend cake and candles.

Tips for Teaching

Use clear, slow pronunciation at first.

Repeat frequently—young learners need repetition.

Encourage shy pupils gently; avoid pressure.

Use actions to keep pupils engaged.

Keep the atmosphere lively and positive.

Aims:

- To help pupils understand singular and plural nouns
- To learn how to form plurals by adding -s and -es
- To recognise patterns (e.g. dish → dishes)
- To practise using plurals in simple sentences

Teaching Methods

Presentation (Model)

Show one object: "This is a spoon."

Show many: "These are spoons."

Highlight -s / -es endings.

Guided Practice

Read the table together (singular vs plural).

Ask pupils to repeat chorally.

Visual Learning

Use pictures (like in the worksheet) to reinforce meaning.

Elicitation

Ask: "One cup... what about many?" → pupils answer.

Repetition & Drilling

Focus on pronunciation: cups, dishes, spoons.

Tips for Teaching

Emphasise spelling patterns:

Most nouns → add -s (cup → cups)

Words ending in sh/ch/s/x → add -es (dish → dishes)

Use gestures: show one finger vs many fingers

Keep language simple: "one / many"

Correct gently: repeat correct form instead of direct criticism

Encourage full sentences, not just words

Answers to the Exercise

A. spoon → spoons

B. fork → forks

C. cup → cups

D. dish → dishes

9 Read and Learn

Singular	Plural
Ballon	Ballons
Cup	Cups
Cake	Cakes
Spoon	Spoons
Dish	Dishes

10 Practice :
Give the plural form of the underlined words

A _ it is a spoon.
_ they are



B _ I have one fork.
_ I have four



C _ there is a cup.
_ There are seven



D _ it is a dish.
_ they are





Unit 3

Teaching materials

The worksheet (as shown)

Real objects or flashcards (spoons, forks, cups, dishes)

Board / whiteboard

Picture cards showing one vs many items

Mini whiteboards (optional for quick practice)

Assessment

Informal Assessment

Observe participation during speaking

Check pronunciation and correct plural use

Worksheet Check

Pupils complete sentences correctly:

"They are spoons."

"I have four forks."

"There are seven cups."

"They are dishes."

Extension (for stronger pupils)

Ask pupils to make their own sentences:

"I have three cakes."

"There are five spoons."



Aims:

- To recognise and pronounce the long vowel sound /oa/ (as in coat, boat, toast, soap).
- To blend sounds to read simple words containing "oa".
- To identify the correct vowel sound within words.
- To develop early reading and listening skills.

Teaching materials

- Flashcards or images: coat, boat, toast, soap
- The worksheet shown (Phonics with Snowy)
- Sound buttons or phonics cards (oa, oo, o, etc.)
- Whiteboard and marker
- Audio support (if available for pronunciation)

Assessment

Formative (during lesson):

- Observe pupils during repetition and blending.
- Check pronunciation accuracy.

Worksheet activity:

Correct identification of the "oa" sound in:

- nose → o
- goat → oa
- goose → oo

Questioning:

Ask pupils to give another word with "oa".

Extension:

Pupils read or write simple oa words independently.

Teaching Methods

Phonics (synthetic phonics approach):

Teach the sound /oa/ explicitly.

Model pronunciation clearly.

Repetition and drilling:

"Point and repeat" activity reinforces sound recognition.

Visual learning:

Use pictures to connect words with meaning.

Blending practice:

Break words into sounds and blend (e.g., b-oa-t → boat).

Choice activity:

Pupils identify the correct sound in words (circle activity).

Tips for Teaching

Emphasise mouth movement when saying /oa/ (long, rounded sound).

Contrast with similar sounds (e.g., oo vs oa) to avoid confusion.

Encourage pupils to say the word aloud before choosing the answer.

Use actions (e.g., pretend rowing a boat) to make learning memorable.

Support weaker learners by segmenting sounds slowly.

Aims:

Pupils will learn and use basic everyday classroom expressions:

Greeting: "Good morning teacher. How are you?"

Politeness: "Thank you teacher."

Daily routine: "I do my homework every day."

Preparation: "I get ready to go to school."

Pupils will develop speaking and matching skills.

Pupils will connect language with visual meaning.

Teaching Methods

Presentation:

Introduce each sentence with gestures and pictures.

Repetition/Drilling:

Choral and individual repetition.

Matching Activity:

Pupils match sentences to pictures.

Pair Work:

Pupils practise saying the sentences to each other.

Role Play:

Act out short situations (e.g. greeting the teacher).

Tips for Teaching

Use clear gestures (e.g. wave for "good morning", writing for "homework").

Model pronunciation slowly, especially:

morning

teacher

homework

Encourage shy pupils with group responses first.

Ask concept-check questions:

"Do you say this in the morning or evening?"

"Do you do homework at school or at home?"

Keep it fun with actions and movement.



Teaching materials

The worksheet (image provided)

Flashcards with the four sentences

Pictures showing:

A child greeting a teacher

A child thanking a teacher (with flowers)

A child doing homework

A child getting ready for school

Board and markers

Assessment

Observation: Check if pupils can match sentences correctly.

Speaking Check: Ask individual pupils to say one sentence.

Quick Activity:

Teacher says a sentence → pupils point to the correct picture.

Unit 4

Household chores



Aims:

To introduce and practise vocabulary for household chores (e.g. mop the floor, vacuum, wash the clothes).
To develop speaking and listening skills through repetition and simple sentences.
To enable learners to use the structure: "I + verb + the + noun" (e.g. I wash the dishes).
To build confidence in talking about daily routines at home.

Teaching Methods

PPP Approach (Presentation, Practice, Production)

Presentation:

Show the image and introduce vocabulary.

Practice:

Choral and individual repetition ("Listen and repeat").

Production:

Students make their own sentences.

Visual Learning:

Using pictures to support understanding.

Drilling:

Repetition for pronunciation and fluency.

Pair Work:

Students ask and answer about chores.

Tips for Teaching

Use clear gestures (e.g. pretend to mop or vacuum) to support meaning.

Model pronunciation slowly: "I wash the dishes" → break into chunks.

Encourage full sentences, not just single words.

Correct gently by reformulating:

Student: "I wash dishes"

Teacher: "Good! I wash the dishes."

Keep activities short and engaging, especially for younger learners.

Praise effort to build confidence.



Teaching materials

The provided picture (girl washing dishes).

Flashcards or images of chores:

mop the floor

vacuum

wash the clothes

dust the sofa

clean the garden

feed the dog

Whiteboard and markers.

Audio (optional) for pronunciation practice.

Assessment

Formative (during lesson):

Observe pronunciation and participation during repetition.

Check if students can match pictures with correct phrases.

Ask individual students: "What do you do at home?"

Summative (end of lesson):

Students say or write 2–3 sentences, e.g.:

I vacuum.

I wash the clothes.

Simple worksheet: match chores to pictures or complete sentences.



Aims:

- To develop reading and matching skills.
- To introduce and practise everyday chores vocabulary (e.g. clean, mop, feed, take out the rubbish).
- To improve speaking skills through simple sentence production.
- To reinforce the use of present simple for daily routines.

Teaching materials

- The worksheet (image provided).
- Flashcards or pictures of chores (optional).
- Board and markers.
- Real objects or props (e.g. toy broom, picture of a dog, bin bag).

Assessment

- Formative assessment during the lesson:
 - Can students match correctly?
 - Can they read and understand the sentences?
- Speaking check:
 - Can students say one sentence about their chores?
- Optional quick exit task:
 - Students say or write one chore they do at home.

Teaching Methods

PPP (Presentation, Practice, Production):

Presentation: Introduce vocabulary and sentences.

Practice: Matching activity and guided reading.

Production: Students talk about their own chores.

Interactive learning:

Pair work (students match and discuss).

Whole-class discussion.

Lesson Procedure (Suggested Steps)

1. Warm-up

Ask: "What chores do you do at home?"

Elicit answers (e.g. clean, feed pets, take out rubbish).

2. Presentation

Show pictures or point to the worksheet.

Teach key vocabulary:

clean the kitchen

mop the floor

feed the dog

take out the rubbish

Model sentences:

I clean the kitchen.

I feed my dog every day.

3. Practice

Students read the speech bubbles:

Jessica → cleans kitchen and mops floor

Ben → feeds his dog

Adam → takes out the rubbish

Students match names to pictures.

Check answers together.

4. Production (10 minutes)

Students work in pairs:

Ask and answer: "What do you do at home?"

Example: "I feed my cat."

Some students share with the class.

Tips for Teaching

Use gestures and actions (e.g. pretend to mop or feed a dog).

Encourage full sentences, not just single words.

Support weaker learners with sentence starters:

I... every day.

Praise effort to build confidence.

Aims:

Pupils will be able to recognise and name the days of the week.

Pupils will be able to pronounce the days correctly.

Pupils will be able to say and write a simple sentence:
"My favourite day is ..."

Pupils will develop speaking and listening skills.

Teaching Methods

Presentation: Introduce vocabulary (days of the week)

Repetition & drilling: Choral and individual repetition

Visual learning: Using colours and images from the worksheet

Pair work / speaking practice

Guided writing

Teaching Steps (Suggested Flow)

1. Warm-up

Greet pupils and ask:

"What day is it today?"

Introduce or revise one or two days.

2. Presentation

Show the days (use the worksheet or flashcards).

Say each day clearly:

Sunday, Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday

Pupils repeat after you (whole class → groups → individuals).

3. Practice

Point to each day randomly → pupils say it.

Play a quick game:

Teacher says a day → pupils clap once

OR pupils point to the correct word

4. Speaking Activity (Look and Speak)

Ask: "What is your favourite day?"

Model answer:

"My favourite day is Friday."

Pupils practise in pairs.

5. Writing Activity (5–10 minutes)

Pupils complete:

"My favourite day is ____."

Support spelling if needed.

Tips for Teaching

Use songs or chants to help memorisation.

Emphasise difficult words:

Wednesday (Wenz-day)

Thursday (Thurs-day)

Encourage shy pupils with praise.

Use gestures (e.g. counting days on fingers).

Keep activities short and interactive.



Teaching materials

The provided worksheet (Days of the Week page)

Flashcards (Sunday–Saturday)

Board and markers

Audio or teacher voice for pronunciation

Assessment

Observation:

Can pupils say the days correctly?

Can they answer the question?

Speaking check:

Ask individual pupils: "What is your favourite day?"

Written check:

Check if pupils correctly complete the sentence.

5 Look and learn

I am not	I'm not
He is not	He isn't
She is not	She isn't
It is not	It isn't

6 Practise

- He's a pilot.
→ He **isn't** a pilot.
- I'm Tony.
→
- She's a teacher.
→
- It's a cat.
→
- He's my brother.
→
- It's a ruler.
→

Aims:

Pupils will learn how to form negative sentences using "to be" (am / is).

Pupils will recognise and use both:

Full forms: is not

Contracted forms: isn't

Pupils will practise changing positive sentences into negative ones.

Teaching materials

Coursebook page (the one in the image)

Flashcards (people, animals, jobs, objects)

Whiteboard and markers

Worksheets for extra practice (optional)

Assessment

Observation: Check if pupils can form negatives orally.

Worksheet check: Are sentences correctly changed?

Quick oral quiz:

Teacher says: She's a doctor.

Pupils respond: She isn't a doctor.

Teaching Methods

Presentation → Practice → Production (PPP)

1. Presentation

Show examples:

He is a pilot → He isn't a pilot

Highlight:

I am not → I'm not

He/She/It is not → He/She/It isn't

Drill pronunciation (choral and individual repetition).

2. Practice

Guided exercise (from the page):

I'm Tony → I'm not Tony

She's a teacher → She isn't a teacher

It's a cat → It isn't a cat

Pair work: pupils practise saying sentences aloud.

3. Production

Pupils create their own sentences:

About themselves: I'm not a pilot.

About classmates: He isn't a teacher.

Drawing activity ("Draw yourself"):

Pupils draw and write: I'm ... / I'm not ...

Tips for Teaching

Use gestures (shake head for "not").

Emphasise contractions (isn't, I'm not) as they are more natural in speech.

Keep examples simple and familiar (jobs, animals, school items).

Encourage speaking, not just writing.

Correct gently by modelling the correct sentence.

Aims:

To introduce and practise vocabulary for jobs (e.g. plumber, gardener).

To develop speaking skills through simple self-introductions.

To improve reading comprehension of short texts.

To help pupils understand descriptions of jobs and match them with meanings.

Teaching Methods

Presentation:

Introduce job vocabulary using pictures (plumber, gardener). Model pronunciation clearly.

Guided Practice:

Read the speech bubbles together. Drill sentences:

"I am a plumber."

"I am a gardener."

Pair Work:

Pupils practise introducing themselves:

"Hello, my name is... I am a..."

Comprehension Task:

Pupils complete the sentences:

A gardener is a person who cuts grass and waters plants.

A plumber is a person who fixes taps.

Checking Understanding:

Ask concept-check questions:

"Who fixes taps?"

"Who cuts grass?"

Tips for Teaching

Use gestures and mime (pretend to fix a tap or cut grass).

Encourage full sentences, not one-word answers.

Support weaker pupils with sentence frames:

"A _ is a person who..."

Praise effort and correct gently.

Repeat key vocabulary several times.

7 Read and complete

Hello. I am Tony, I'm a plumber.
It is a good job. I like fixing taps and sinks.

Hello. My name is Said. My job is a gardener. I love cutting grass and look after trees.

• A is a person who cuts grass and water plants.

• A a person who fixes taps.

Unit 4

Teaching materials

The worksheet (image provided).

Flashcards or pictures of jobs (plumber, gardener, etc.).

Board and markers.

Optional: realia (e.g. small tools pictures).

Assessment

Observation:

Monitor pupils during speaking activities.

Oral Check: Ask individual pupils to describe a job.

Worksheet Completion:

Check if pupils correctly fill in:

gardener

plumber



Aims:

- To help pupils listen to and sing a simple song about household chores.
- To introduce and practise the present continuous tense: I am / We are + verb-ing.
- To build vocabulary related to housework, such as sweeping the floor, washing the dishes, dusting the table, vacuuming the rug, cleaning the house.
- To improve pronunciation, rhythm and stress through singing and repetition.
- To encourage confidence in speaking and group participation.

Teaching materials

- Pupil's book page shown in the picture.
- Audio recording of the song.
- Flashcards or pictures of the chores.
- Board and markers/chalk.
- Optional realia or toy cleaning tools, such as a broom, duster, sponge or toy vacuum cleaner.
- Word cards with key phrases from the song.

Teaching Methods

Listening and repetition:

pupils listen to the song and repeat line by line.

Action-based learning (TPR):

pupils mime each chore while singing.

Drilling: practise the target sentences chorally and individually.

Question and answer:

teacher asks, "What are you doing?" and pupils answer, "I am sweeping the floor."

Pair and group work:

pupils practise the lines together and sing in groups.

Song-based learning:

use melody and rhythm to support memory and fluency.

Tips for Teaching

Pre-teach the chore vocabulary before playing the song.

Demonstrate each action clearly so pupils understand the meaning.

Play the audio more than once: first for listening, then for repeating, then for singing.

Encourage pupils to use actions while singing to keep them engaged.

Focus on the difference between I am and We are.

Correct pronunciation gently, especially sweeping, washing, dusting, vacuuming.

Start with whole-class singing before asking smaller groups or individuals to perform.

Praise effort and participation to build confidence.

Assessment

Observe whether pupils can identify the chores correctly.

Check whether pupils can join in with the song and follow the rhythm.

Ask individual pupils to say one or two target sentences correctly.

Use simple matching or picture-labelling activities for vocabulary checking.

Assess whether pupils can use the present continuous form accurately in speech.

Aims:

To recognise and pronounce the consonant blends /br/ and /fr/.

To identify words beginning with br and fr.

To develop early reading and spelling skills through phonics.

To build vocabulary related to familiar objects.

Teaching Methods

Warm-up

Revise letter sounds b, r, f.

Blend sounds orally: /b/ + /r/ = br, /f/ + /r/ = fr.

Presentation

Show pictures and model pronunciation:

br: broom, breakfast, bread, brush

fr: frog, fridge, fruit, frame

Emphasise initial sound blending.

Practice

Point and read activity: pupils point to each picture and say the word.

Choral repetition, then individual practice.

Application

Complete the missing letters:

__own → brown

__ies → fries

__idge → bridge

__iends → friends

Interactive Activity

Sorting game: pupils group words into br and fr categories.

Tips for Teaching

Exaggerate mouth movement when saying /br/ and /fr/.

Use actions:

“br” (pretend brushing or sweeping)

“fr” (pretend shivering like a frog jumping)

Encourage repetition in a fun way (chants or rhythm).

Support weaker pupils with visual cues.

Correct gently by modelling rather than direct criticism.



Teaching materials

The provided worksheet.

Flashcards (broom, breakfast, bread, brush, frog, fridge, fruit, frame).

Real objects or pictures (if available).

Whiteboard and markers.

Audio support (optional for pronunciation practice).

Assessment

Observation: Check if pupils can correctly pronounce br and fr words.

Worksheet completion: Accuracy in filling missing letters.

Oral check:

Ask pupils to name one br word and one fr word.

Extension (for stronger pupils):

Ask them to think of additional br or fr words.

With Mimi

1 Tick ☒

	I go to school	I do sport	I go for a picnic
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

2 Which day do you eat this food ?

.....

.....

.....

Teaching Methods

Presentation:

Introduce vocabulary (days, activities, food).

Practice:

Guided practice by filling in the table together.

Production:

Pupils complete the worksheet individually.

Interactive learning:

Pair or group discussions (e.g. "What do you do on Monday?").

Question and answer:

Teacher asks, pupils respond.

Tips for Teaching

Use gestures and visuals to support understanding.

Drill pronunciation of days and key phrases.

Start with oral practice before writing.

Encourage full sentences: I go to school on Monday.

Support weaker pupils with prompts or word banks.

Praise effort to build confidence.

Aims:

Pupils will be able to talk about weekly activities using simple present tense (e.g. I go to school, I do sport, I go for a picnic).

Pupils will identify days of the week.

Pupils will associate activities with specific days.

Pupils will talk about food and relate it to days.

Teaching materials

The worksheet (as shown in the image)

Flashcards of days of the week

Flashcards or pictures of activities (school, sport, picnic)

Pictures of food (fish, tagine, couscous)

Board and markers

Optional: realia (toy food or printed images)

Assessment

Observation:

Monitor pupils during activities and participation.

Oral assessment:

Ask individual pupils questions about their weekly routine.

Worksheet completion:

Check accuracy of filled table.

Understanding check:

Ask pupils to match food with the correct day.

Peer checking:

Pupils compare answers in pairs.

Aims:

To revise vocabulary related to music and daily activities.

To practise spelling and word completion.

To develop listening and matching skills.

To encourage speaking through simple descriptions of actions.

Teaching Methods

Warm-up:

Show pictures of musical activities and ask: "What is this?"

Guided Practice (Activity 1: Complete the words)

Teacher models pronunciation: piano, dance, blow, violin.

Pupils complete missing letters:

Piano

Dance

Blow

Violin

Choral repetition for pronunciation.

Interactive Practice (Activity 2: Look and Match)

Pupils match:

Wash the dishes → picture of washing plates

Vacuum → picture with vacuum cleaner

Mop the floor → mopping picture

Feed the dog → child feeding dog

Pair work: pupils discuss answers.

Speaking Practice

Ask: "What do you do at home?"

Pupils respond using full sentences:

"I wash the dishes."

Tips for Teaching

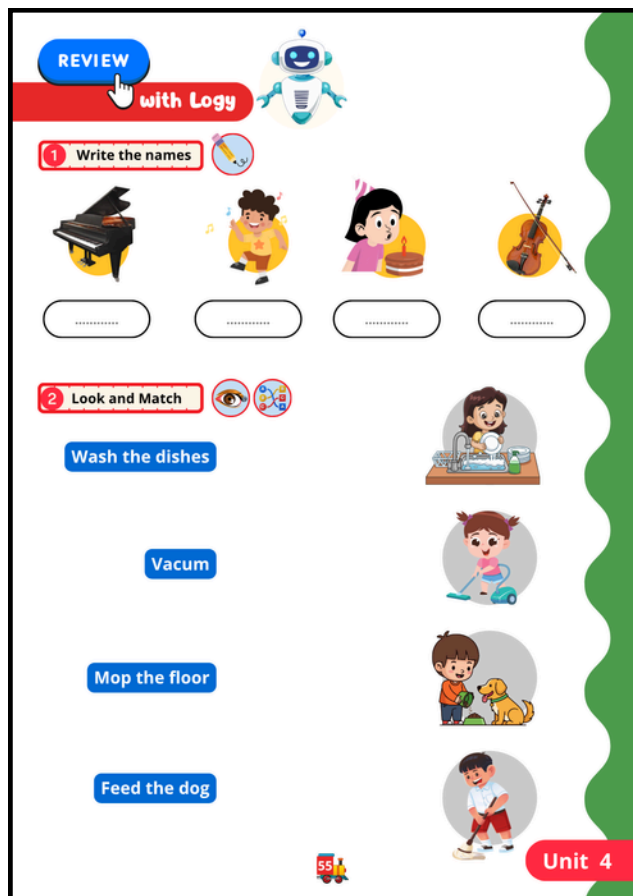
Use gestures and actions to support understanding (e.g. pretend to mop).

Drill pronunciation slowly, especially tricky words like violin.

Encourage full sentences, not single words.

Support weaker pupils with visual cues.

Praise effort to build confidence.



Teaching materials

The provided worksheet (Review with Logy).

Flashcards or pictures (piano, dance, blow, violin, household chores).

Whiteboard and markers.

Optional: realia (toy vacuum, sponge, etc.).

Assessment

Formative assessment during lesson:

Check correct spelling in Activity 1.

Observe matching accuracy in Activity 2.

Listen to pupils' spoken sentences.

Success criteria:

Pupils can spell key words correctly.

Pupils can match actions to pictures.

Pupils can say at least one sentence about daily activities.

REVIEW with Logy

3 Give the plural form of these words

Singular	Plural
Ballon	
Cup	
Spoon	
Dish	

4 Complete the words

B.....

B.....

G.....

F.....

Teaching Methods

Warm-up:

Show objects or pictures and ask: "What is this?"

Presentation:

Write examples on the board: balloon → balloons

dish → dishes

Highlight rules:

add -s (cup → cups)

add -es (dish → dishes)

(Learning from mistakes)

(Make sure if your pupils pay attention to the mistake in the book of ballon)

Guided Practice:

Complete one example together from the worksheet.

Independent Practice:

Pupils complete Exercise 3 and 4 individually.

Feedback:

Check answers as a class.

Tips for Teaching

Use real objects to make learning concrete.

Emphasise pronunciation of plural endings (/s/, /z/, /ɪz/).

Encourage pupils to repeat words aloud.

Support weaker pupils by modelling answers first.

Aims:

Pupils will learn how to form regular plurals (adding -s and -es).

Pupils will recognise and name common everyday objects (e.g. balloon, cup, spoon, dish).

Pupils will practise spelling and vocabulary through picture-word matching.

Teaching materials

The worksheet (as shown).

Flashcards or real objects (balloon, cup, spoon, dish, bread, bowl, frog, goose).

Board and markers.

Pencil and eraser for each pupil.

Assessment

Observe pupils during activities.

Check worksheet answers for accuracy.

Ask oral questions:

"What is the plural of cup?"

Unit 5

Home furniture





Aims:

Pupils will be able to identify and name common kitchen appliances.

Pupils will practise speaking using "There is / There are".

Pupils will improve listening and pronunciation of key vocabulary.

Pupils will begin to describe a kitchen using simple sentences.

Teaching materials

The coursebook page (image provided)

Flashcards (oven, sink, dishwasher, washing machine, fridge)

Real objects or pictures (if available)

Whiteboard and markers

Worksheet (matching or labelling activity)

Assessment

Observation:

Can pupils recognise and name items?

Can they use "There is / There are" correctly?

Quick checks:

Point and name activity

Oral questioning

Worksheet (optional):

Label the kitchen items

Match words to pictures

Teaching Methods

PPP Approach (Presentation, Practice, Production)

Presentation: Introduce vocabulary using pictures

Practice: Repetition, pointing, and matching

Production: Simple speaking tasks

Interactive learning

Question and answer

Pair work

Whole-class participation

Visual learning

Use images to support understanding

Teaching Procedure (Suggested Steps)

1. Warm-up (5 minutes)

Ask: "What can you see in a kitchen?"

Let pupils say any words they know.

2. Presentation (10 minutes)

Show each item and say clearly:

an oven -a sink-a dishwasher-a washing machine
a fridge

Pupils repeat (choral and individual repetition).

Point to items in the picture and say the words.

3. Practice (10–15 minutes)

Look, point and say activity

Teacher says a word → pupils point

Teacher points → pupils say the word

Matching activity (word ↔ picture)

Quick game: "What's missing?"

4. Speaking (Production) (10 minutes)

Model sentence:

"This is our kitchen."

"There is a fridge."

"There are chairs."

Pupils practise:

Individually or in pairs

Example: "There is a sink."

5. Consolidation (5 minutes)

Ask:

"What is this?"

"Is there a dishwasher?"

Tips for Teaching

Use clear pronunciation and slow speech.

Encourage full sentences, not just single words.

Use gestures and pointing to aid understanding.

Repeat vocabulary often and vary activities to maintain engagement.

Praise pupils to build confidence.

Aims:

To introduce and practise vocabulary related to the living room (e.g. rug, table, armchair, sofa, vase).

To develop listening and speaking skills through repetition.

To enable pupils to describe a room using "There is / There are".

To improve pronunciation of common household items.

Teaching Methods

Teaching Methods

PPP approach (Presentation, Practice, Production):

Presentation:

Show the picture and introduce vocabulary.

Practice:

Choral and individual repetition ("Listen and repeat").

Production:

Pupils describe the living room using target structures.

Visual learning:

Using the picture to support understanding.

Drilling:

Repetition for pronunciation.

Pair work:

Pupils ask and answer questions about the room.



Teaching materials

The textbook page/image provided.

Flashcards of living room items (rug, table, armchair, sofa, vase).

Real objects or classroom items (if available).

Whiteboard and markers.

Audio recording (if available for "listen and repeat").

Assessment

Observation:

Monitor pupils during repetition and speaking activities.

Oral check:

Ask pupils to name objects in the picture.

Mini task:

Pupils say 2–3 sentences, e.g. "There is a sofa. There is a table."

Pair activity:

One pupil asks, "What is in the living room?" and the other answers.

Tips for Teaching

Point clearly to each object when introducing new words.

Use gestures and simple explanations to support meaning.

Encourage correct pronunciation (e.g. "armchair" / 'ɑ:m.tʃeə/).

Start with choral repetition, then move to individual pupils.

Praise effort to build confidence.

Keep instructions short and clear.



Teaching Methods

Presentation (Look & Listen)

Show the picture of the bedroom.

Point to each object and say the word clearly.

Pupils repeat chorally and individually.

Practice (Point & Say)

Teacher says: "Point to the bed."

Pupils point and repeat: "Bed."

Drill pronunciation (focus on clear sounds, e.g. bedside lamp).

Structure Practice

Model: "This is our bedroom. There is a bed."

Introduce plural: "There are curtains."

Pupils repeat and practise with prompts.

Pair Work

Pupils ask and answer:

"What is this?"

"It is a ..."

Or: "What can you see?" – "I can see a ..."

Production

Pupils describe the picture:

"There is a bed."

"There is a television."

Aims:

Pupils will be able to identify and name common bedroom items.

Pupils will be able to use the structure:

"There is / There are ..."

Pupils will develop speaking and listening skills through repetition and pointing activities.

Teaching materials

Coursebook page (image provided)

Flashcards (cushion, bed table, bed, television, bedside lamp)

Real objects (if available) or classroom items

Whiteboard and markers

Optional: audio (for pronunciation practice)

Assessment

Observation: Check if pupils can correctly point and name items.

Oral check:

Ask individual pupils: "What is this?"

Mini-task:

Pupils say 2–3 sentences:

"There is a bed."

"There is a lamp."

Quick game:

"Show me the ..." to assess understanding.

Tips for Teaching

Use gestures and pointing to support understanding.

Keep language simple and repetitive.

Drill difficult words (e.g. television, bedside).

Encourage shy pupils with group repetition first.

Use real-life connection: ask about their own bedrooms.

Aims:

Pupils will be able to identify rooms in a house (e.g. living room, kitchen, bedroom).

Pupils will match daily activities with the correct room.

Pupils will use simple sentences such as:

I sleep in the bedroom.

We sit in the living room.

My mother cooks in the kitchen.

Teaching Methods

Presentation:

Introduce vocabulary using pictures and gestures.

Modelling:

Teacher says sentences, pupils repeat.

Matching activity:

Pupils match actions to rooms.

Guided practice:

Ask questions (e.g. "Where do you sleep?").

Pair work:

Pupils ask and answer each other.

Visual learning:

Use images from the worksheet.



Teaching materials

The worksheet (image provided)

Flashcards of rooms (bedroom, kitchen, living room)

Real-life pictures or objects (e.g. pillow, sofa, fridge)

Board and markers

Optional: short video/song about rooms in a house

Assessment

Observation:

Monitor pupils during matching activity.

Oral questions:

"Where do you sleep?"

"Where does your mother cook?"

Worksheet completion:

Correct matching of activities and rooms

Correct answers for items (fridge → kitchen, sofa → living room, pillow → bedroom)

7 Read and learn



Positive form	Negative form
There is	There isn't
There are	There aren't

_ **There is** a sofa in the living room.
 _ **There are** two cushions on the bed.
 _ **There isn't** a fridge in the bedroom.
 _ **There aren't** vases in the kitchen

8 Practice

A _ Complete with : there is / there are.

- a television on the wall.
-three cups on the table.
- five books on the desk.
- an arm chair in the living room.

B _ Make these sentences in negative form.

Positive form	Negative form
There is a television in the kitchen.	
There are two vases in the living room	
There is a chair in the bedroom	
There are two beds.	

Aims:

To teach and practise the use of “there is / there are” (affirmative and negative forms).

To help students distinguish between singular and plural nouns.

To develop students’ ability to describe rooms and objects.

Teaching Materials

The provided worksheet

Whiteboard and markers

Flashcards or pictures of rooms (living room, kitchen, bedroom)

Real classroom objects (optional)

Teaching materials

Presentation–Practice–Production (PPP) approach:

Presentation: Introduce structure using examples.

Practice: Controlled exercises (worksheet).

Production: Students create their own sentences.

Elicitation: Ask students questions to guide them to answers.

Pair work / group work: Encourage speaking practice.

Assessment

Formative assessment during class:

Monitor students’ answers in exercises.

Check speaking during pair work.

Ask students to write 2 sentences:

One with there is

One with there are

Teaching Methods

Presentation–Practice–Production (PPP) approach:

Presentation: Introduce structure using examples.

Practice: Controlled exercises (worksheet).

Production: Students create their own sentences.

Elicitation: Ask students questions to guide them to answers.

Pair work / group work: Encourage speaking practice.

1. Warm-up

Show a picture of a room.

Ask: “What can you see?”

Introduce: “There is a sofa.” / “There are two chairs.”

2. Presentation

Write on the board:

There is (singular)

There are (plural)

There isn't / There aren't (negative)

Give examples from the worksheet.

Highlight:

“a / an” → singular → there is

numbers (two, three...) → plural → there are

3. Practice

Exercise A (Controlled Practice)

Students complete:

There is a television on the wall.

There are three cups on the table.

There are five books on the desk.

There is an armchair in the living room.

Check answers together.

Exercise B (Negative Form)

Students transform sentences:

There isn't a television in the kitchen.

There aren't two vases in the living room.

There isn't a chair in the bedroom.

There aren't two beds.

4. Production

Students describe their classroom or their bedroom:

“There is a desk...”

“There are three chairs...”

Pair work: students ask and answer:

“Is there a TV in your room?”

Tips for Teaching

Emphasise the difference between is (singular) and are (plural).

Drill pronunciation:

/ðeə rɪz/ (there is)

/ðeə ɑ:/ (there are)

Use gestures:

One finger = singular

Multiple fingers = plural

Encourage full sentences, not one-word answers.

Aims:

To introduce and practise vocabulary related to furniture (chair, table, cupboard, desk, shelf, etc.).
To develop understanding and use of prepositions of place (on, in, under).
To improve speaking and listening skills through repetition and interaction.
To build confidence in using simple imperative sentences (e.g. Put your plate on the table).

Teaching Methods

Presentation:

Introduce vocabulary using pictures and real objects.

Modelling:

Teacher demonstrates sentences (e.g. Put your book on the desk).

Repetition drills:

Choral and individual repetition.

TPR (Total Physical Response): Learners follow instructions physically.

Pair work:

Pupils give instructions to each other.

Games: e.g. "Simon says" using prepositions.

Tips for Teaching

Use clear gestures to show meaning (pointing, placing objects).

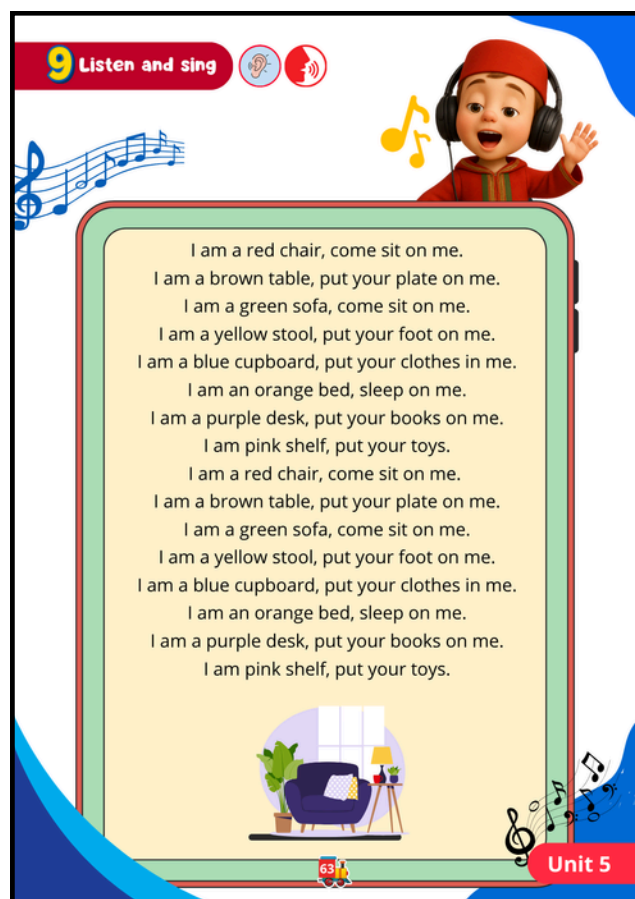
Keep instructions short and simple.

Encourage active participation rather than passive listening.

Repeat key structures frequently.

Check understanding by asking learners to demonstrate, not just answer.

Praise effort to build confidence.



Teaching materials

Coursebook page (as shown in the image).

Flashcards of furniture items.

Real classroom objects (table, chair, desk, shelf).

Mini objects (toy plate, book, doll, etc.) for demonstrations.

Board and markers.

Optional: worksheets or matching activities.

Assessment

Observation: Check if learners correctly follow instructions.

Oral practice: Ask pupils to give commands (e.g. Put the book on the table).

Quick tasks: Matching objects to correct prepositions.

Pair assessment: Learners give and follow instructions.

Exit check: Ask a few learners to produce sentences independently.



Aims:

- Pupils will recognise and pronounce the initial consonant blends /tr/ and /dr/.
- Pupils will associate sounds with vocabulary (e.g. train, tree, drum, dragon).
- Pupils will correctly complete words using "tr" or "dr".
- Pupils will improve listening, speaking, and early reading skills.

Teaching materials

- Coursebook page (image provided)
- Flashcards (train, tree, tram, dress, drum, dragon, drink, trash, drone, tractor)
- Board and markers
- Audio (if available for pronunciation)
- Mini whiteboards or worksheets
- Real objects or toys (optional: toy train, drum, etc.)

Assessment

- Formative (during lesson):
- Can pupils pronounce /tr/ and /dr/ correctly?
- Can they match words to pictures?
- Task-based:
- Completion exercise accuracy
- Oral check:
- Ask individual pupils to say one word each

Teaching Methods

Phonics approach: Focus on sound-letter relationships (/tr/ and /dr/)

Visual learning: Use pictures to support meaning

Repetition and drilling: Choral and individual practice

Interactive learning: Pointing, matching, and completing tasks

Guided practice → independent practice

1. Warm-up

Greet pupils and revise known sounds.

Show a few objects/pictures and ask: "What's this?"

2. Presentation

Introduce /tr/ sound:

Show train, tree, tram

Say the words clearly; pupils repeat.

Introduce /dr/ sound:

Show dress, drum, dragon

Drill pronunciation.

Highlight difference:

/t/ is sharper, /d/ is softer (voiced)

3. Practice – Activity 1

Pupils look at pictures and repeat:

Train, Tree, Tramway

Dress, Drum, Dragon

Do listen and point:

Teacher says a word → pupils point to correct picture.

4. Practice – Activity 2

Pupils complete words with tr / dr:

__ink → drink

__ash → trash

__one → drone

__actor → tractor

Check answers as a class.

5. Production

Pupils say sentences:

I see a train.

The dragon is green.

Optional: pair work – pupils quiz each other.

Tips for Teaching

Emphasise mouth movement for /t/ vs /d/.

Use gestures (tap for /t/, voice vibration for /d/).

Keep activities short and varied (young learners).

Encourage shy pupils with group repetition first.

Use praise frequently to build confidence.

Aims:

Pupils will identify common objects made of wood (e.g. chair, table, drawer).

Pupils will understand the role of a carpenter.

Pupils will use simple vocabulary to describe wooden items.

Pupils will complete a basic sentence about a carpenter.

Teaching Methods

Warm-up:

Ask pupils what they know about wood and where it comes from.

Visual learning:

Show the pictures (chair, table, drawer) and name them together.

Repetition and drilling: Pupils repeat the vocabulary after the teacher.

Questioning:

Ask questions like "What is this?" or "Is this made of wood?"

Guided practice:

Help pupils complete the sentence:

"A carpenter is a person who can make..."

Pair work:

Pupils discuss and name more wooden items.

Demonstration: Briefly explain what a carpenter does, referring to the picture.

Tips for Teaching

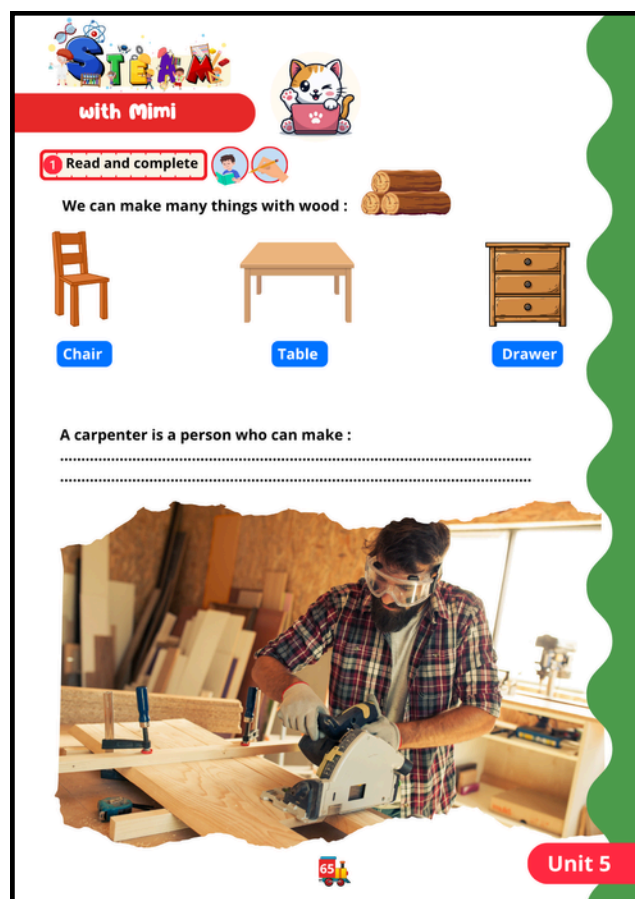
Use clear gestures and point to the pictures to support understanding.

Encourage full sentences, not just single-word answers.

Praise correct responses to build confidence.

Keep instructions simple and slow for younger learners.

Relate to real life (e.g. furniture at home).



Teaching materials

The textbook page (image provided)

Flashcards or pictures of wooden objects (chair, table, drawer, door, bed, etc.)

Real objects (if available) made of wood

Board and markers

Worksheet for sentence completion (optional)

Assessment

Observe pupils' ability to name wooden objects correctly.

Check if pupils can complete the sentence:

"A carpenter is a person who can make chairs, tables and drawers."

Ask individual pupils questions to assess understanding.

Review pronunciation and vocabulary recall.



Aims:

- To develop fine motor skills through colouring.
- To recognise and name colours.
- To introduce basic vocabulary related to celebrations (e.g. cake, candles, balloons).
- To encourage creativity and self-expression.
- To practise counting (e.g. number of candles, balloons).

Teaching materials

- Printed colouring sheet (birthday cake, candles, balloons).
- Crayons, coloured pencils, or felt-tip pens.
- Flashcards of colours (optional).
- Real objects or pictures of balloons/cakes (optional).

Assessment

- Observe if pupils can correctly identify and use colours.
- Check fine motor control (holding and using colouring tools).
- Listen for use of vocabulary (colours, objects).
- Ask simple questions: What colour is your balloon?

Teaching Methods

Introduction (Whole class):

Show the picture and ask simple questions: What can you see? Is it a birthday?

Modelling:

Demonstrate colouring a small part, naming colours as you go (e.g. I am colouring the balloon red).

Guided practice:

Ask learners to colour specific items (e.g. Colour the cake yellow).

Independent work:

Allow children to colour freely and creatively.

Interaction:

Encourage pupils to talk about their choices (e.g. My cake is pink).

Tips for Teaching

Use clear, simple language and repeat colour names often.

Encourage effort rather than perfection.

Walk around and support children individually.

For younger learners, limit colour choices to avoid overwhelm.

Incorporate counting: How many candles are there?

Praise creativity (e.g. unusual colour choices).

Unit 6

Enjoy my birthday





Aims:

- To introduce and practise vocabulary related to birthday parties (cake, drinks, popcorn, candles).
- To develop listening and speaking skills through repetition.
- To help pupils use simple present tense sentences (e.g. I am eight years old).
- To build confidence in greeting and introducing oneself.

Teaching materials

- The provided image (birthday party scene).
- Flashcards (cake, drinks, popcorn, candles).
- Real objects or toy food (optional).
- Audio recording (if available) or teacher modelling.
- Board and markers.

Assessment

- Observation:
 - Can pupils repeat key vocabulary correctly?
 - Can they say simple sentences about themselves?
- Speaking Check: Ask individual pupils:
 - How old are you?
 - What do you have at your party?
- Quick Activity: Match words to pictures or point-and-say.

Teaching Methods

PPP approach (Presentation, Practice, Production):

Presentation:

Introduce vocabulary and model sentences.

Practice:

Choral repetition and guided speaking.

Production:

Pupils personalise sentences.

Visual learning:

Use the image to support understanding.

Repetition and drilling: "Listen and repeat" activity.

Question and answer:

Encourage interaction.

Warm-up

Ask: Do you like birthday parties?

Vocabulary Presentation

Show and say: cake, drinks, popcorn, candles.

Listening & Repetition

Pupils repeat:

"Hello my friends! Welcome to my birthday party. I am eight years old now."

Speaking Practice

Pupils practise in pairs:

Hello!

Welcome to my party.

I am _ years old.

Production Activity

Pupils talk about their own birthday:

I have cake and drinks.

I have candles.

Tips for Teaching

- Use clear pronunciation and natural intonation.
- Point to each item in the picture while naming it.
- Encourage pupils to gesture or mime (e.g. blowing candles).
- Keep instructions short and simple.
- Praise effort to build confidence.
- Use names/ages of pupils to personalise:

"Hello, I am Ali. I am seven years old."

Aims:

To recognise and name common colours (blue, green, yellow, red, orange).

To identify and use key vocabulary: balloons, juice, burger, cake, candle.

To develop matching, reading, and simple writing skills.

To practise speaking through a familiar context (birthday party).

Teaching Methods

PPP approach (Presentation, Practice, Production)

Presentation: Introduce colours and vocabulary using visuals.

Practice: Matching and guided writing tasks.

Production: Simple speaking activity (e.g. "I like cake", "The balloon is red").

Interactive learning

Pair work (matching and checking answers).

Teacher-student questioning.

Multisensory approach

Visual (pictures), auditory (speaking/listening),

kinaesthetic (pointing/matching).

Lesson Procedure (Suggested Steps)

1. Warm-up

Ask: "Do you like birthday parties?"

Show a picture or mime a party.

Elicit known words (cake, balloons).

2. Presentation

Teach/review colours using the balloons at the top:

Blue, Green, Yellow, Red, Orange

Drill pronunciation (choral and individual).

Introduce vocabulary with pictures:

balloons, burger, cake, juice, candle

3. Practice

Activity 1: Look and match

Pupils match balloon colours to words.

Check answers together orally.

Activity 2: Look and write

Pupils write the correct word under each picture:

balloons – burger – cake – juice – candle

Model the first word if needed.

4. Production

Speaking practice:

"I like cake."

"The balloon is red."

Optional role-play: birthday party dialogue.

5. Read and Act

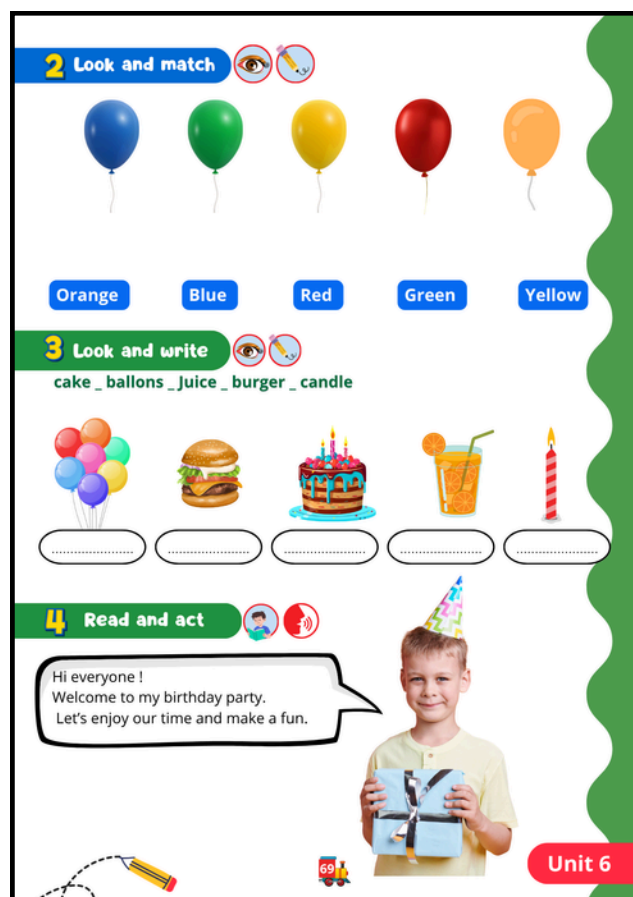
Read the speech bubble together:

"Hi everyone! Welcome to my birthday party. Let's enjoy our time and make a fun"

(Make sure if your pupils pay attention if they pay attention to this mistake)

(We don't use a fun, we say have fun)

Pupils repeat and act (gesture, role-play).



Teaching materials

The worksheet (image provided).

Realia or flashcards (balloons, food items, colours).

Coloured objects (e.g. pens, paper).

Optional: short birthday song/audio.

Assessment

Formative (during lesson):

Can pupils correctly match colours?

Can they name at least 3–5 items?

Participation in speaking activities.

Summative (end of lesson):

Completed worksheet accuracy.

Oral check: ask individual pupils to name colours or objects.

Tips for Teaching

Use gestures and point clearly to visuals.

Keep instructions short and simple.

Encourage repetition for pronunciation.

Support weaker pupils with word banks or tracing.

Praise effort, not only accuracy.

5 Read and learn

- There are **some** cakes on the table.
- There **aren't any** balloons in the bedroom.

6 Practice

A_ Write **some** or **any**.

_ There aren't _____ chips.

_ There are _____ apples.

_ There are _____ books.

_ There aren't _____ bananas.

_ There are _____ pens.

B_ Give negative form

_ There **are some** burgers.

_ They **aren't any** burgers.

_ There **are some** boys.

_

_ They **are some** tables.

_

Aims:

Pupils will understand the difference between "some" and "any".

Pupils will use:

some in positive sentences

any in negative sentences

Pupils will form correct sentences with "there is / there are".

Teaching materials

Coursebook page (as shown)

Whiteboard and markers

Flashcards or pictures (e.g. apples, books, pens, bananas, chips)

Real objects (optional: classroom items like pens/books)

Worksheet (optional for extra practice)

Assessment

Observation: Check if pupils use some/any correctly during speaking.

Exercise checking: Review written answers from the book.

Quick oral check:

Teacher asks:

"Are there any books?"

"There are _ apples."

Teaching Methods

Presentation

Show examples from the book:

There are some cakes on the table.

There aren't any balloons in the bedroom.

Highlight:

some = positive

any = negative

Write simple rules on the board.

Modelling

Teacher gives examples:

There are some books.

There aren't any pens.

Ask pupils to repeat.

Guided Practice

Do Exercise A together:

Elicit answers from pupils.

Drill orally before writing.

Independent Practice

Pupils complete remaining exercises individually.

Then check answers as a class.

Production

Pupils make their own sentences:

There are some...

There aren't any...

Tips for Teaching

Use real classroom objects to make it meaningful:

"Are there any pencils?"

Use gestures:

"some" = show a few fingers

"any" = shake head for negative

Keep language simple and repetitive.

Encourage full sentences, not one-word answers.

Correct gently by modelling the correct sentence.

Aims:

By the end of the lesson, pupils will be able to:
Read and understand a short personal text.
Identify key information (age, feelings, event).
Use simple sentences to talk about birthdays.
Complete sentences using information from a text.

Teaching Methods

Warm-up

Ask: "Do you like birthdays?" / "What do you get on your birthday?"

Pre-reading

Introduce key vocabulary:

birthday

gifts

happy

friends

While-reading

Teacher reads the text aloud.

Pupils repeat after the teacher.

Ask simple comprehension questions:

What is her name?

How old is she?

Why is she happy?

Post-reading

Pupils complete:

Sally is seven years old.

She is happy today.

Her friends are with her in her birthday party.

Speaking activity

Pupils say: "My name is ... I am ... years old. I am happy on my birthday."

Tips for Teaching

Use gestures and visuals to explain meaning.

Encourage choral repetition for pronunciation.

Support weaker pupils with word banks.

Praise effort to build confidence.

Keep instructions short and clear.

7 Read and complete



Hello my name is Sally, I am seven years old now. I am very happy today because my friends are with me in my birthday party, and they give me a lot of gifts.



Sally is years old.

She is today.

Her friends are with her in her

They give her a lot of



Unit 6

Teaching materials

Coursebook page (image provided)

Flashcards (birthday, friends, gifts, happy)

Board and markers

Real objects or pictures (gift box, party hat)

Worksheet (gap-fill based on the text)

Assessment

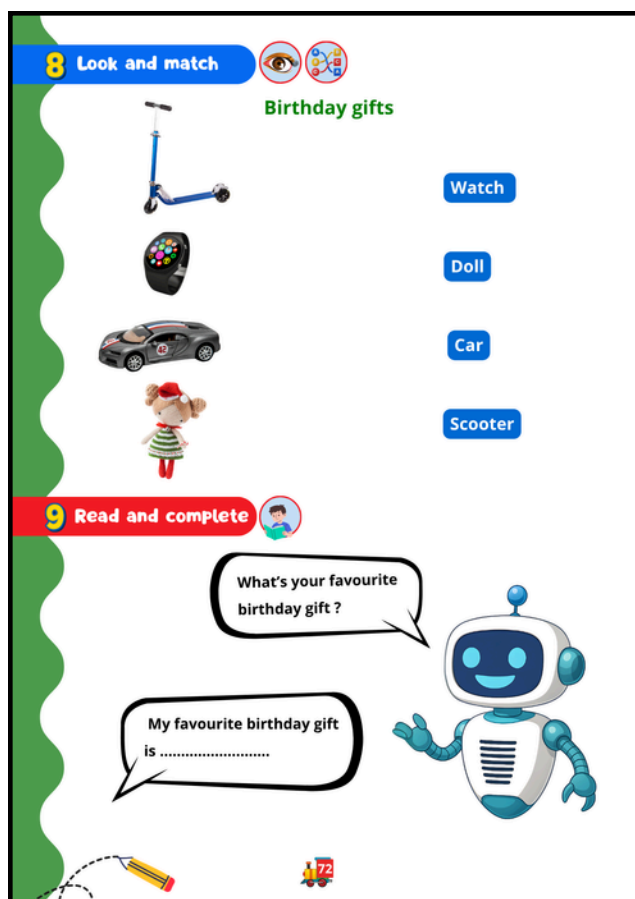
Observation: Participation during reading and speaking.

Oral questions: Check understanding of the text.

Worksheet: Accuracy of completed sentences.

Exit question:

Ask each pupil: "How old is Sally?" or "Why is she happy?"



Aims:

- To learn and recognise vocabulary for birthday gifts (watch, doll, car, scooter).
- To develop speaking skills by expressing preferences.
- To practise reading and matching skills.
- To build simple sentence structures: "My favourite birthday gift is..."

Teaching materials

- The coursebook page (image provided)
- Flashcards or realia of:
 - Watch
 - Doll
 - Car
 - Scooter
- Board and markers
- Optional: short video or toy objects for engagement

Assessment

Formative Assessment

- Observe matching activity (accuracy).
- Listen during pair work (correct sentence use).

Quick Check

- Ask individual pupils:
 - "What's your favourite birthday gift?"

Teaching Methods

1. Warm-up

Ask: "What do you get on your birthday?"
Show real objects or pictures to elicit prior knowledge.

2. Vocabulary Presentation

Introduce each item:

This is a watch.

This is a doll, etc.

Drill pronunciation (choral and individual repetition).

3. Look and Match Activity (Task 8)

Pupils match pictures to words:

Scooter → scooter picture

Watch → watch picture

Car → car picture

Doll → doll picture

Check answers as a class.

4. Speaking Practice (Task 9)

Model the question:

"What's your favourite birthday gift?"

Model the answer:

"My favourite birthday gift is a car."

Pupils practise in pairs.

5. Personalisation

Pupils say their own favourite gift.

Optional: draw their favourite birthday gift.

Tips for Teaching

- Use gestures and real objects to support understanding.
- Keep instructions simple and clear.
- Encourage shy pupils with pair work first.
- Praise effort, not just accuracy.
- Use repetition to reinforce vocabulary.

Aims:

To help pupils listen to and recognise simple English song lyrics

To practise pronunciation and rhythm through singing

To introduce vocabulary related to birthdays and feelings (e.g. happy, friends, luck)

To build confidence in speaking and listening

Teaching Methods

Listening and repetition:

Pupils listen to the song and repeat line by line

Choral singing:

Whole class sings together to build confidence

Action-based learning:

Add simple gestures (e.g. clapping, waving)

Questioning:

Ask simple comprehension questions (e.g. "What do we say on birthdays?")

Pair/group work:

Pupils practise singing in small groups

Tips for Teaching

Start with a warm-up (e.g. ask pupils about their birthdays)

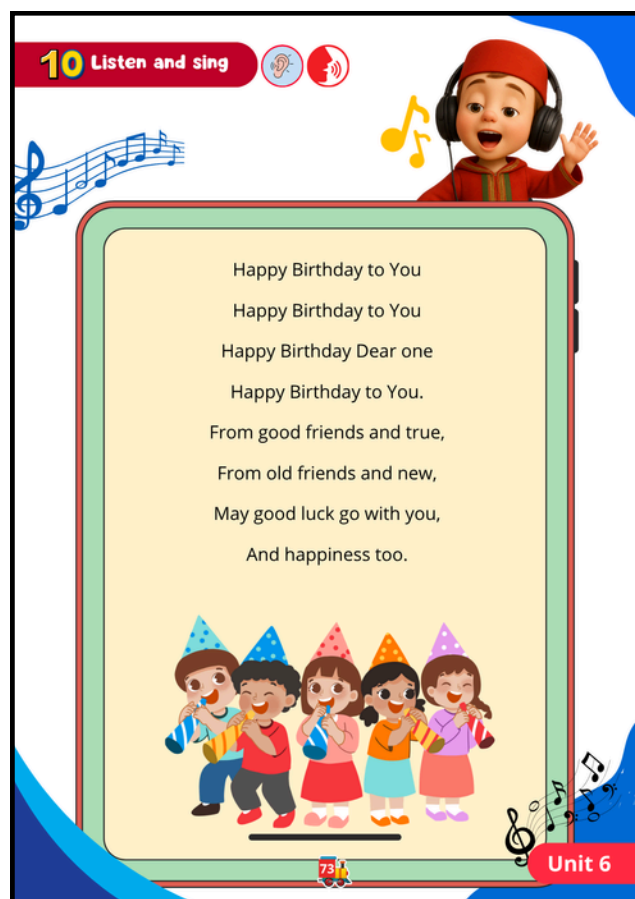
Model pronunciation clearly and slowly

Use gestures and facial expressions to show meaning

Encourage shy pupils gently—avoid putting them on the spot

Repeat the song several times to build familiarity

Keep the lesson lively and fun with actions or movement



Teaching materials

The textbook page (image provided)

Audio recording of the song (if available)

Flashcards (birthday, cake, friends, party, etc.)

Board and markers

Optional: simple props (party hats, toy cake)

Assessment

Observation:

Check pupils' participation and engagement

Listening check:

Ask pupils to identify key words from the song

Pronunciation:

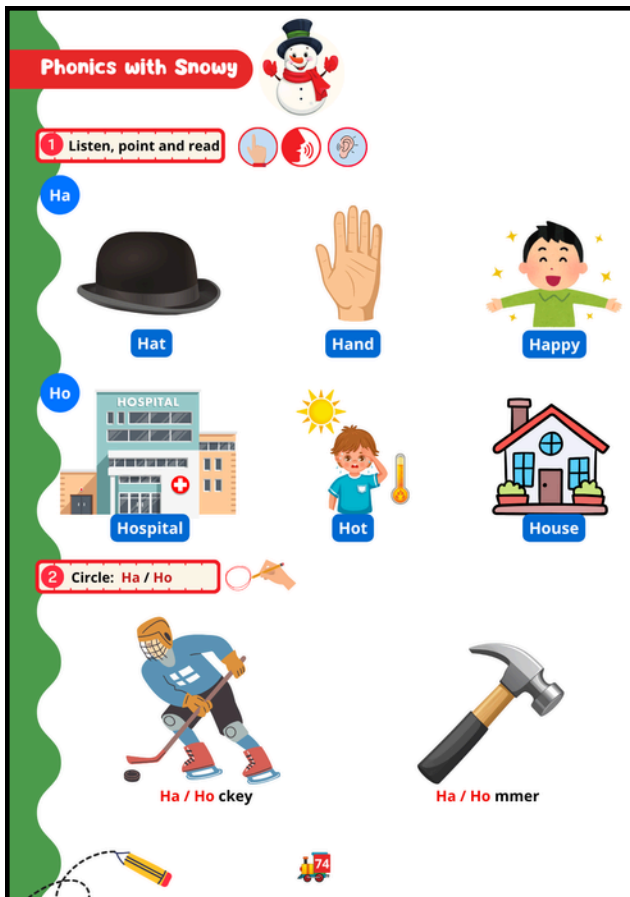
Monitor how well pupils repeat and sing the lines

Performance:

Pupils sing in groups or individually (informal assessment)

Simple questions:

e.g. "Who do we sing this song to?"



Aims:

- Recognise and produce the /h/ sound.
- Distinguish between “ha” and “ho” vowel patterns.
- Read simple CVC and familiar words: hat, hand, happy, hospital, hot, house.
- Develop listening, speaking, and early reading skills.

Teaching materials

- The textbook page (image provided).
- Flashcards (hat, hand, hot, hospital, house, happy).
- Real objects if possible (e.g. a hat).
- Whiteboard and markers.
- Audio support (teacher voice or recording for pronunciation).

Assessment

- Observation: Can pupils identify the correct picture when hearing a word?
- Oral check: Ask individual pupils to say words.
- Worksheet task: Check if pupils correctly circle Ha / Ho.
- Quick exit check: Teacher says a word → pupils respond “Ha” or “Ho”.

Teaching Methods

Phonics approach: Focus on sound–letter relationship (/h/ + vowel).

Modelling and repetition: Teacher says, pupils repeat.

Visual learning: Use pictures to connect meaning.

Interactive learning: Pointing, circling, and speaking activities.

Warm-up

Ask: “Can you make the /h/ sound?” (gentle breath sound).

Let pupils practise: h-h-h.

Presentation

Show pictures: hat, hand, hot, hospital, house, happy.

Say each word clearly. Pupils repeat.

Emphasise:

Ha: hat, hand, happy

Ho: hot, hospital, house

Listening and Pointing

Say a word → pupils point to the correct picture.

Example: “Hot” → pupils point to the boy with the sun.

Choral and Individual Practice

Whole class repetition.

Then individual pupils say words.

Circle Activity (Ha / Ho)

Pupils look at pictures (e.g. hockey, hammer).

Decide if the word begins with Ha or Ho.

Circle the correct option.

Tips for Teaching

Exaggerate the /h/ sound (soft breath) to help beginners.

Use gestures (hand near mouth to feel air).

Keep pace slow and clear.

Encourage shy pupils gently—avoid pressure.

Use praise frequently: “Well done!”, “Good try!”

Aims:

Pupils recognise and understand the words "river" and "bridge."

Pupils understand the purpose of a bridge (to cross a river).

Pupils develop basic reading and vocabulary skills.

Pupils practise matching words to pictures and simple writing.

Teaching Methods

Visual learning:

using pictures to introduce meaning

Phonics/reading aloud:

teacher models reading, pupils repeat

Questioning:

simple comprehension questions

Interactive learning:

matching and speaking activities

Guided practice:

writing the correct word under pictures

Tips for Teaching

Start with a warm-up: ask pupils if they have seen a river or a bridge.

Use gestures (e.g., pretend crossing a bridge) to aid understanding.

Keep instructions simple and clear.

Encourage choral repetition for pronunciation.

Praise pupils frequently to build confidence.

Relate the lesson to real-life experiences (e.g., local bridges).

Lesson Procedure (Suggested)

Introduction

Show pictures of a river and a bridge.

Ask: What can you see?

Presentation

Teach vocabulary: river, bridge.

Read the sentence together:

"A bridge links two banks."

Practice

Pupils repeat words.

Ask simple questions:

What is this? (river/bridge)

Why do we build bridges?

Activity

Pupils write the correct word under each picture.

Review

Quick recap: point and ask pupils to name the object.



Teaching materials

Coursebook page (image provided)

Flashcards: river, bridge

Real-life pictures or short video of rivers and bridges

Board/whiteboard and markers

Worksheets (optional for extra practice)

Assessment

Observation:

Are pupils correctly identifying river/bridge?

Oral check:

Can pupils say the words clearly?

Written task: Did pupils label the pictures correctly?

Questioning:

Can pupils explain (simply) why bridges are used?



Aims:

Vocabulary development: Learners identify and name common household items (e.g. armchair, cooker, candle, washing machine).

Grammar focus:

Use of "there is / there are"

Use of "some / any"

Speaking and observation: Describing objects and colours.

Reading and matching skills: Connecting words to images.

Teaching materials

The worksheet (image provided)

Flashcards or realia of household items (optional but helpful)

Board and markers

Coloured pencils (for colour activity)

Mini whiteboards (optional for quick responses)

Teaching Methods

Warm-up

Show pictures of furniture and ask: "What is this?"
Elicit or pre-teach key vocabulary.

Presentation

Introduce "there is / there are" with examples:
There is a sofa.

There are three vases.

Highlight singular vs plural.

Guided Practice

Activity 1: Learners name the objects.

Activity 2: Matching words to pictures.

Check answers as a class.

Controlled Practice

Activity 3: Complete sentences using there is / there are.

Drill pronunciation and structure.

Freer Practice

Activity 4: Use some / any in sentences.

Pair work: students create their own examples.

Production

Activity 5: Students describe colours of birds orally or in writing.

Tips for Teaching

Use gestures and pointing to reinforce meaning.

Emphasise the difference:

There is → singular

There are → plural

For some vs any:

Some → positive sentences

Any → negative sentences/questions

Encourage full sentences, not one-word answers.

Support weaker learners with sentence frames:

There is a...

There are...

Assessment

Observation: Monitor participation during pair and group work.

Oral checking: Ask individual learners to answer questions.

Worksheet completion: Check accuracy of:
Vocabulary

Grammar (there is/are, some/any)

Exit task (quick check):

Ask students to say or write 2 sentences:

One with there is

One with there are

Unit 7

My best activities





Aims:

Pupils will learn and practise vocabulary about after-school activities.

Pupils will improve their listening and pronunciation skills.

Pupils will be able to say simple sentences about what they do after school.

Teaching materials

The textbook page (image provided)

Flashcards or pictures of:

visit my grandma

watch TV

do my homework

have a music lesson

go shopping

do sport

Audio recording (if available) or teacher's voice

Board and markers

Assessment

Observe if pupils can:

Repeat sentences correctly.

Pronounce key words clearly.

Match pictures with sentences.

Quick check:

Show a picture → pupil says the sentence.

Informal assessment through participation.

Teaching Methods

Warm-up

Ask: "What do you do after school?"

Let pupils answer in their own words.

Presentation

Show each picture and say the sentence clearly:

"I visit my grandma."

"I watch TV."

Pupils listen only first.

Listen and Repeat (Main Activity)

Say each sentence slowly.

Pupils repeat as a whole class.

Repeat again in groups and individually.

Focus on pronunciation (e.g. homework, music lesson).

Practice

Point to pictures randomly → pupils say the sentence.

Pair work: one pupil points, the other speaks.

Production (optional)

Pupils say: "After school, I..." + activity.

Tips for Teaching

Speak slowly and clearly.

Use gestures and actions to support meaning.

Encourage shy pupils with praise.

Repeat several times for better pronunciation.

Use choral repetition first, then individual.

Aims:

Pupils will be able to ask and answer questions about weekly routines.

Pupils will practise speaking using "What do you do every...?"

Pupils will respond using "I have..." / "I go..." / "I play..."

Pupils will improve listening and speaking confidence.

Teaching Methods

Presentation:

Introduce the question: "What do you do every Monday?"

Model the answer: "I have a music lesson."

Drilling:

Choral repetition (whole class repeats)

Individual repetition

Pair work:

Pupils ask and answer in pairs:

"What do you do every Sunday?"

"I ..."

Practice (guided → free):

Start with examples, then let pupils give their own answers.

Tips for Teaching

Use gestures and pictures to explain meaning.

Emphasise correct pronunciation:

every Monday / every Sunday

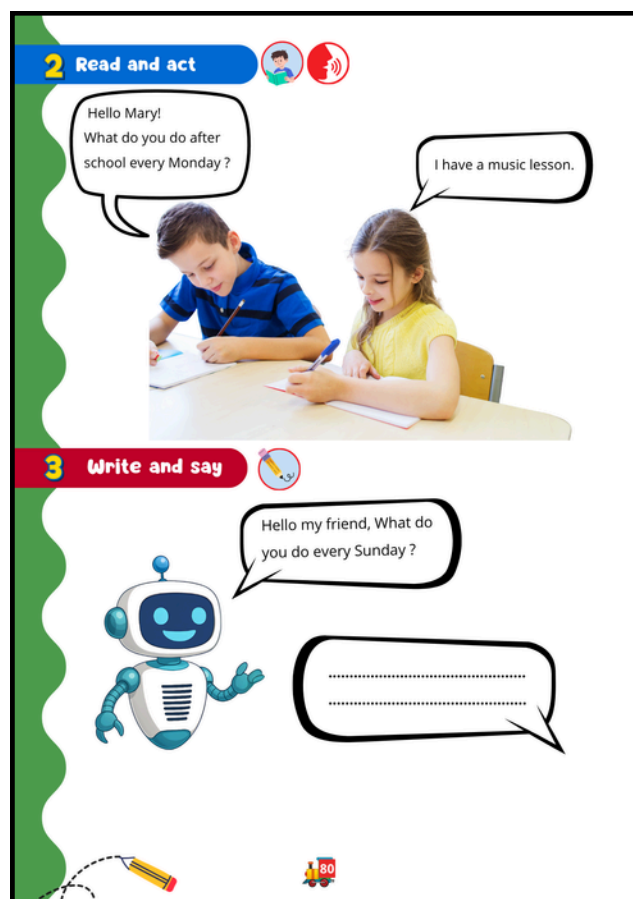
Encourage full sentences, not one-word answers.

Support weaker pupils with sentence starters:

"I have..."

"I go..."

Praise effort to build confidence.



Teaching materials

Student's book (the page shown)

Flashcards (days of the week, activities like music lesson, sports, homework)

Board and markers

Optional: pictures or real objects (e.g. musical instrument image)

Assessment

Observation:

Check if pupils can ask and answer correctly in pairs.

Speaking check:

Ask individual pupils:

"What do you do every Sunday?"

Writing task (from section 3):

Pupils complete the sentence in the speech bubble:

e.g. "I play football." / "I visit my grandparents."

4 Read and match

Hello my name is Ben. I am seven years old. I do many activities after school. Every Wednesday, I play football with my friends, and I visit my grandparents every Friday. I go running with my father every Saturday morning. On Sunday, I relax and I do my homework.



What does Ben do in these days ?

• He visits his parents.	• Saturday
• He goes running.	• Wednesday
• He plays football.	• Sunday
• He relaxes and does his homework.	• Friday

Unit 7

Aims:

- To practise reading comprehension.
- To identify days of the week.
- To understand and use present simple for routines.
- To match activities with specific days.

Teaching materials

- Student's book page (the one shown).
- Flashcards of days of the week.
- Pictures of activities (football, visiting grandparents, running, doing homework).
- Whiteboard and markers.

Assessment

- Observe pupils during reading and participation.
- Check answers to the matching exercise:
 - He plays football → Wednesday
 - He visits his grandparents → Friday
 - He goes running → Saturday
 - He relaxes and does his homework → Sunday
- Ask oral questions to confirm understanding.
- Optional: short written exercise (write one sentence about their routine).

Teaching Methods

Warm-up:

Ask pupils about their weekly activities (e.g. "What do you do on Saturday?").

Reading:

Teacher reads the text aloud, pupils follow.

Repetition:

Pupils read the text together, then individually.

Comprehension:

Highlight key information (Wednesday, Friday, Saturday, Sunday).

Matching activity:

Pupils match activities to the correct day.

Pair work:

Pupils ask and answer about routines.

Tips for Teaching

- Use gestures and pictures to support understanding.
- Emphasise pronunciation of days of the week.
- Repeat key sentences (e.g. "I play football on Wednesday.").
- Encourage shy pupils by letting them answer in pairs first.
- Check understanding with simple questions.

Aims:

Pupils will be able to recognise and use possessive adjectives: my, your, his, her.

Pupils will match subject pronouns with the correct possessive adjective.

Pupils will complete simple sentences using the correct form.

Teaching Methods

Presentation:

Introduce pronouns and matching possessive adjectives using the table.

Modelling:

Say example sentences:

I love my school.

He does his homework.

Guided practice:

Ask pupils to repeat and match pronouns with adjectives.

Pair work:

Pupils practise speaking:

"I play with my friends."

Independent practice:

Pupils complete the exercise in the book.

Tips for Teaching

Use gestures (point to yourself = my, point to a pupil = your).

Keep examples simple and relatable (family, school, friends).

Drill pronunciation: my /maɪ/, your /jɔː/, his /hɪz/, her /hɜː/.

Encourage full sentences, not one-word answers.

Check understanding by asking concept questions (e.g. "Is it for a boy or a girl?").

5 Read and Learn

I	My
You	Your
He	His
She	Her

- I love **my** school.
- You visit **your** grandma.
- He does **his** homework.
- She helps **her** mum.

6 Complete with : My _ your _ his _ her

_ I do _____ homework.

_ **She** visits _____ grandparents.

_ **He** goes running with _____ father.

_ **You** play tennis with _____ friends

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Teaching materials

Coursebook page (as shown)

Flashcards (I / you / he / she + my / your / his / her)

Whiteboard and markers

Worksheets (gap-fill sentences)

Pictures of family, school items (optional)

Assessment

Observation: Monitor pupils during pair work.

Oral check: Ask individuals to make sentences.

Written task: Check answers in the exercise:

I do my homework.

She visits her grandparents.

He goes running with his father.

You play tennis with your friends.

7 Read and learn 

I play	I don't play
I visit	I don't visit
I go	I don't go
I have	I don't have

- I **don't** watch TV every day.
- I **don't** visit my grandmother every Thursday.
- I **don't** play football every Monday

8 Write with : Have _ do _ play _ visit _ help _ go





I _____ my grandma

I _____ my mum

I _____ music lesson





I _____ football

I _____ swimming

I _____ TV

Unit 7

Aims:

Pupils will learn how to use the present simple negative with "I don't".

Pupils will recognise and use common verbs: play, visit, go, have, do, help.

Pupils will form simple sentences about their daily routines.

Teaching materials

Coursebook page (the one shown)

Flashcards or pictures (grandma, mum, football, swimming, TV, music lesson)

Board and markers

Optional: worksheet for extra practice

Assessment

Check written answers in Exercise 8.

Ask individual pupils to say one sentence:
e.g. "I don't play football."

Teaching Methods

Presentation: Show examples (I play / I don't play).

Modelling: Teacher demonstrates correct pronunciation and sentence structure.

Guided practice: Pupils repeat and complete sentences together.

Pair work: Pupils practise speaking with a partner.
Individual work: Pupils complete the exercise.

1. Warm-up

Ask simple questions:

"Do you play football?"

"Do you watch TV?"

Encourage short answers: Yes, I do / No, I don't.

2. Presentation

Write on the board:

I play → I don't play

I visit → I don't visit

Explain:

"We use don't to make negatives."

Read the examples from the book aloud.

3. Practice

Read the sentences:

I don't watch TV every day.

I don't visit my grandmother every Thursday.

Pupils repeat after you.

4. Writing Activity (Exercise 8)

Pupils complete:

I visit my grandma

I help my mum

I do music lessons

I play football

I go swimming

I watch TV (or "I don't watch TV" depending on instruction)

(You can guide them depending on whether it's affirmative or negative practice.)

5. Speaking Practice

Pupils ask each other:

"Do you play football?"

"Do you go swimming?"

Answer:

"Yes, I do." / "No, I don't."

Tips for Teaching

Use gestures and real-life examples to explain meaning.

Focus on pronunciation of "don't".

Keep sentences short and clear.

Encourage shy pupils with simple yes/no answers first.

Aims:

To practise asking and answering the question: "What do you usually do after school?"

To use the present simple with usually.

To develop listening and speaking skills through a song.

To build vocabulary related to daily activities (e.g. watch TV, talk on the phone, listen to music).

Teaching Methods

PPP approach (Presentation, Practice, Production)

Choral repetition (students repeat together)

Pair work (asking and answering questions)

Action-based learning (students act out activities)

Song-based learning (listen and sing)

Tips for Teaching

Start with a warm-up:

ask pupils what they do after school.

Use mime or gestures to explain each activity.

Drill pronunciation, especially:

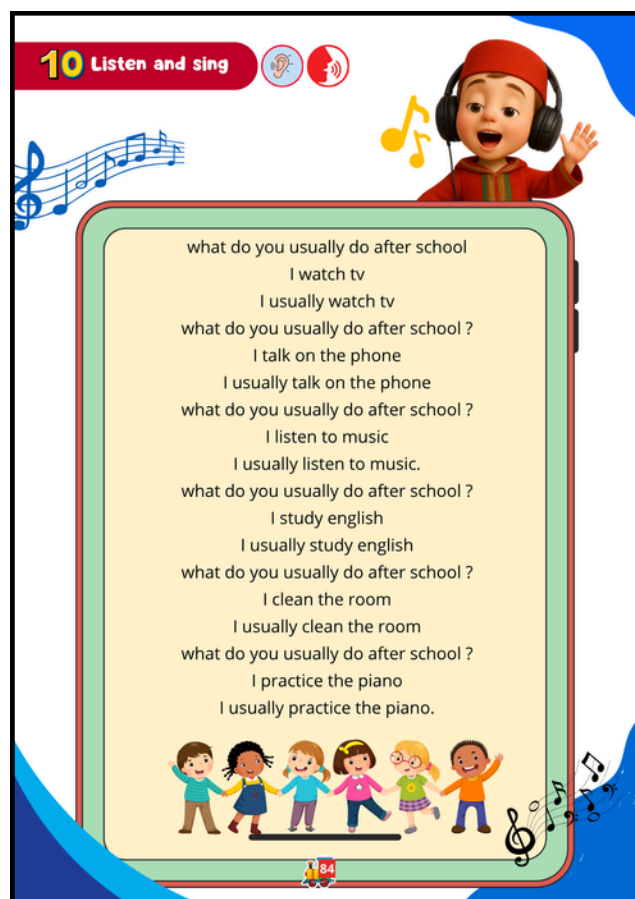
usually /'ju:ʒuəli/

listen (silent "t")

Encourage shy learners by letting them answer with a partner first.

Use variety in voice and rhythm to keep the song engaging.

Keep instructions simple and clear.



Teaching materials

Coursebook page (the one shown in the image)

Audio recording of the song (if available)

Flashcards or pictures of activities (TV, phone, music, studying, cleaning, piano)

Board and markers

Optional: realia (phone, toy piano, etc.)

Assessment

Observation:

check if pupils can answer using "I usually..."

Oral practice:

ask individual pupils questions.

Pair activity:

monitor conversations for correct structure.

Quick check:

Teacher says an activity → pupils respond with a full sentence

Example: "watch TV" → "I usually watch TV."



Aims:

- Recognise and pronounce the consonant blends fl and bl.
- Match sounds to pictures and words (e.g. flower, flag, black, blue).
- Develop early reading and spelling skills using fl/bl words.
- Build speaking confidence through repetition.

Teaching materials

- The worksheet (Phonics with Snowy).
- Flashcards of fl/bl words (flower, flag, fly, flour, blanket, black, blue, blow).
- Real objects or pictures (e.g. a blanket, a flag, flour).
- Board and markers.
- Audio support (optional, for pronunciation).

Assessment

- Observation: Check if learners can correctly pronounce fl/bl words.
- Oral check: Ask individual learners to name pictures.
- Worksheet completion:
- Correct answers: blouse, flame.

Teaching Methods

Warm-up

Revise letter sounds f, l, b.

Blend sounds orally: f + l = fl, b + l = bl.

Presentation

Show pictures and model pronunciation: flower, flag, fly, flour.

Repeat with bl words: blanket, black, blue, blow.

Learners repeat (choral and individual repetition).

Practice

Point and say activity using the worksheet.

Ask: "What is this?" → learners answer: "It is a flag."

Sorting activity: group words into fl and bl.

Application

Complete the exercise:

_ _ ouse → blouse

_ _ ame → flame

Encourage learners to sound out before writing.

Tips for Teaching

Emphasise the first sound: stretch it (ffff-lower, bbb-lue).

Use gestures (e.g. pretend to blow for blow).

Drill difficult words like flour vs flower.

Keep activities short and interactive to maintain attention.

Support weaker learners with repetition and visual cues.

Aims:

To introduce and practise daily routine vocabulary (e.g. get up, have breakfast, pack my bag).

To help pupils talk about their routines before and after school.

To develop speaking, listening, and simple writing skills.

To encourage pupils to use full sentences: "I get up at..."

Teaching Methods

PPP approach (Presentation, Practice, Production):

Presentation:

Show pictures and introduce vocabulary.

Practice:

Choral repetition and matching activities.

Production:

Pupils personalise answers (their own routines).

Interactive learning:

Pair work (ask and answer: "What do you do before school?")

Group discussions

Visual learning:

Use images to support understanding and memory

Tips for Teaching

Use gestures and mime (e.g. pretend to wake up or eat).

Drill pronunciation, especially verbs (get up, have breakfast).

Encourage full sentences, not one-word answers.

Support weaker pupils with sentence starters:

I get up at...

After school, I...

Praise effort to build confidence.



Teaching materials

Coursebook page (the one shown).

Flashcards or pictures of daily routines.

Board and markers.

Real objects (e.g. a school bag) if available.

Audio (if the lesson includes listening).

Assessment

Formative assessment:

Observe participation during speaking activities.

Check pronunciation and sentence formation.

Worksheet task:

Pupils complete the table:

Before school: I get up / I have breakfast / I pack my bag

After school: I relax / I do my homework / I watch TV

Speaking check:

Ask individual pupils:

"What do you do before school?"

"What do you do after school?"

Unit 7

My best activities



Aims:

To introduce and practise vocabulary related to holidays and the beach (e.g. go to the beach, swim, travel, make a sandcastle, eat ice cream).

To develop simple speaking skills using the structure: I am... / I can....

To encourage learners to talk about feelings (e.g. happy).

To build confidence in listening, pointing, and responding.

Teaching Methods

PPP (Presentation, Practice, Production):

Presentation:

Introduce vocabulary using images.

Practice:

Controlled repetition and pointing activities.

Production:

Simple speaking tasks (e.g. "I can swim.").

Total Physical Response (TPR):

Learners point, mime, and act out actions.

Pair work / group work:

Encourage interaction and speaking practice.

Visual learning:

Use the large image to support comprehension.

Tips for Teaching

Use gestures and mime (e.g. pretend to swim, build a sandcastle).

Model sentences clearly: I am happy. I can swim.

Drill pronunciation, especially beach, swim, travel.

Keep instructions short and simple.

Encourage shy learners by allowing choral responses first.

Use praise frequently to build confidence.

Ask simple questions:

What can you see?

Are they happy?

What can they do?



Teaching materials

The coursebook page (image provided).

Flashcards or pictures of beach activities.

Real objects (optional): sunglasses, toy bucket/spade.

Board and markers.

Audio (if available for "Look, Point and Say").

Assessment

Observation:

Check if learners can point correctly when prompted.

Listen for correct use of key phrases (I am... / I can...).

Oral check:

Ask individual learners to say one sentence (e.g. I can swim.).

Mini-task:

Learners say or act one activity.

Exit check:

Quick review: teacher says an activity, learners point or mime.



Aims:

Pupils will be able to talk about holiday activities using simple present tense (e.g. I go to the beach).
Pupils will learn and recognise the four seasons: spring, summer, autumn, winter.
Pupils will answer and ask about favourite seasons.
Pupils will practise speaking and basic writing through guided activities.

Teaching materials

Coursebook page (as shown)
Flashcards or pictures of the four seasons
Board and markers
Optional: realia (e.g. sunglasses, scarf) to represent seasons
Worksheet or notebook for writing practice

Assessment

Observation: Monitor pupils during pair work.
Oral check: Ask individual pupils questions.
Written work: Check their sentence about favourite season.
Success criteria:
Can name the four seasons
Can answer What do you do on holiday?
Can say/write their favourite season

Teaching Methods

Communicative approach: Encourage pupils to speak in pairs.
Visual learning: Use pictures to support understanding of seasons.
Repetition and drilling: Practise key sentences and vocabulary.
Pair work: Pupils ask and answer questions.
Guided practice → independent practice progression.
Lesson Procedure (Suggested)

1. Warm-up

Ask: "What do you do on holiday?"
Elicit simple answers (e.g. I play, I travel, I go to the beach).

2. Speaking Activity (Section 2)

Model the dialogue:
What do you do on holiday?
I go to the beach with my family.
Pupils practise in pairs.
Correct gently and model pronunciation.

3. Vocabulary: Seasons (Section 3)

Introduce: spring, summer, autumn, winter.
Show pictures and ask:
Which season is this?
Drill pronunciation.
Ask simple questions:
Is it hot or cold?
Do you like it?

4. Speaking + Writing (Section 4)

Model question:
What's your favourite season?
Provide sentence frame:
My favourite season is _ because _.
Pupils:
First speak in pairs
Then write their answer in the speech bubble

Tips for Teaching

Use gestures and visuals to support understanding.
Keep language simple and repetitive.
Encourage full sentences, not one-word answers.
Praise effort to build confidence.
For weaker pupils, provide sentence starters.
For stronger pupils, ask follow-up questions (e.g. Why?).

Aims:

To develop pupils' reading comprehension skills.

To help pupils identify key information from a short text.

To practise completing sentences using information from a passage.

To reinforce vocabulary related to daily activities and holidays.

Teaching Methods

Warm-up:

Ask pupils simple questions (e.g. "Are you happy today?", "Who do you spend time with?").

Reading Activity:

Teacher reads the text aloud first. Pupils listen. Then pupils read silently or in pairs.

Guided Understanding:

Highlight key sentences together (e.g. "I am very happy today", "I spend a nice time with my friends and my teachers").

Completion Task:

Pupils complete the sentences using information from the text.

Checking Answers:

Whole-class correction with discussion.

Tips for Teaching

Pre-teach key vocabulary (e.g. vacation, cousin, parents, beach).

Encourage pupils to find answers directly in the text.

Use gestures and visuals to support understanding.

Allow pair work for weaker pupils.

Repeat key sentences to improve pronunciation.

5 Read and complete

Hello my name is Rim. I am very happy today because I am in the final school year. I spend a nice time with my friends and my teachers. After this party. I have a Holiday, I play with my cousin and I travel with my parents to the beach to have fun.



 _ Rim **is** _____ today.

_ She **spends** a good time with her _____ and her _____

_ She **plays** with her _____

_ She **travels** with her _____



Teaching materials

The worksheet (image provided).

Board and markers.

Flashcards (optional: friends, teachers, cousin, parents, beach).

Highlighters or coloured pencils.

Assessment

Observe pupils during reading and participation.

Check completed sentences for accuracy:

Rim is happy today.

She spends a good time with her friends and her teachers.

She plays with her cousin.

She travels with her parents.

Provide feedback and correct mistakes.

Optional: Ask pupils to write a similar short paragraph about themselves.



Aims:

- To introduce and practise vocabulary related to outdoor activities (camping, swimming, kayaking, hiking).
- To help pupils recognise and match activities with pictures.
- To develop speaking skills by answering a simple question about summer activities.
- To encourage sentence formation using "I go ...".

Teaching materials

- The worksheet (as shown in the image).
- Flashcards or pictures of activities (camping, swimming, kayaking, hiking).
- Board and markers.
- Optional: short video or realia (e.g. toy kayak, picture of a tent).

Assessment

- Observation: Check if pupils can correctly match activities to pictures.
- Speaking: Listen to pupils' responses during pair work.
- Participation: Note engagement and ability to use target language.
- Quick Check: Ask individual pupils to say one sentence: "I go swimming/camping..."

Teaching Methods

Warm-up:

Begin by asking pupils: "What do you like to do in summer?" Elicit simple answers.

Presentation:

Introduce the vocabulary using flashcards. Model pronunciation clearly:

"I go camping"

"I go swimming"

"I go kayaking"

"I go hiking"

Practice (Matching Activity):

Pupils match the sentences to the correct pictures on the worksheet.

Speaking Practice:

Use the prompt: "What do you like to do in summer?"

Pupils answer using the structure: "I go ..."

Pair Work:

Pupils ask and answer the question with a partner.

Tips for Teaching

- Use gestures and actions to demonstrate each activity.
- Drill pronunciation, especially tricky words like kayaking and hiking.
- Encourage full sentences rather than one-word answers.
- Support weaker pupils with sentence frames on the board.
- Praise effort to build confidence.

Aims:

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

Recognise and use possessive adjectives: its, our, your, their
Match subject pronouns (it, we, you, they) with the correct possessive forms

Complete simple sentences using the correct possessive adjective

Produce short spoken and written sentences about ownership

Teaching Methods

1. Warm-up

Show pictures (e.g. a dog, a house)

Ask simple questions:

"What is this?"

"Is it your dog?"

Elicit answers to activate prior knowledge

2. Presentation

Write on the board:

It → its

We → our

You → your

They → their

Explain simply:

"We use these words to show something belongs to someone."

Use examples from the page:

"This is my dog. Its name is Dobi."

"Our house is big."

3. Guided Practice

Read the example sentences together

Ask learners to repeat

Ask concept-check questions:

"Who does 'our' mean?" (we)

"Who does 'their' mean?" (they)

4. Controlled Practice

Complete Exercise 9 together first:

We go camping with our teacher.

They live in their house.

You go swimming with your father.

This is my cat, its eyes are blue.

Then let students complete individually

5. Freer Practice

Pair activity:

Students talk about their family or belongings:

"This is our classroom."

"Their house is big."

Or drawing activity

Tips for Teaching

Keep explanations simple and visual

Use gestures (point to self = our, others = their)

Highlight common mistake:

✗ it's (it is) vs ✓ its (possessive)

Encourage repetition and speaking

Use real-life examples (students' own belongings)

8 Read and learn

It	Its
We	Our
You	Your
They	Their

 This is my dog, **its** name is Dobi

 **Our** house is big

 **Your** car is beautiful.

9 Complete with : its_our_your_their

_ We go camping with ____ teacher.

_ They live in ____ house.

_ You go swimming with ____ father.

_ This is my cat, ____ eyes are blue.

Teaching materials

The textbook page (image provided)

Flashcards (it-its, we-our, you-your, they-their)

Pictures (dog, house, car, family, etc.)

Whiteboard and markers

Worksheets (gap-fill and matching exercises)

Assessment

Formative Assessment

Observe students during activities

Check oral responses and participation

Monitor pair work

Summative Assessment

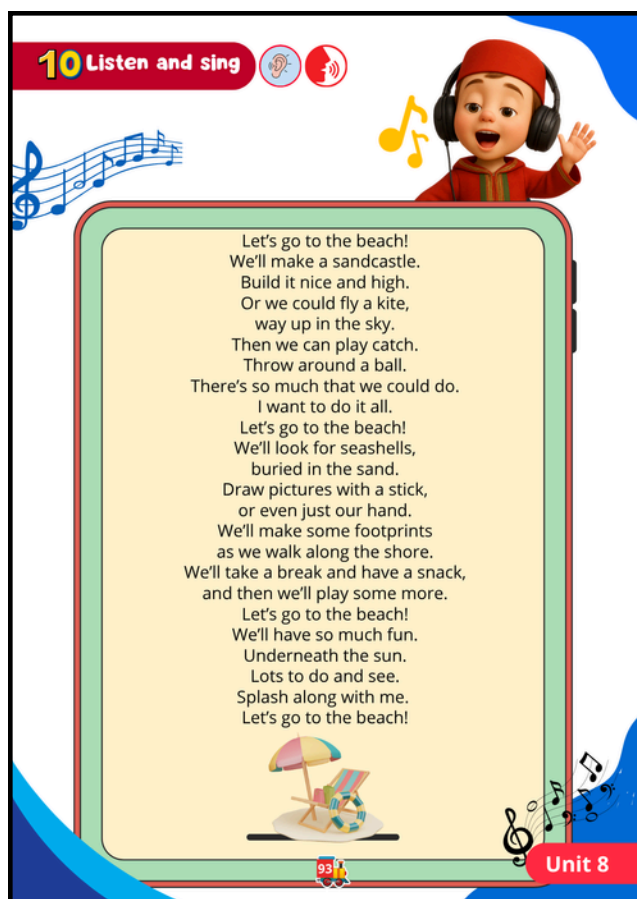
Short worksheet:

Gap-fill sentences

Matching pronouns with possessives

Exit question:

"Make one sentence with 'our' or 'their'"



Aims:

- To develop pupils' listening skills through a song.
- To improve pronunciation, rhythm, and intonation.
- To introduce and reinforce beach-related vocabulary (e.g. sandcastle, kite, seashells, shore).
- To encourage speaking through repetition and simple discussion.
- To build confidence in singing and group participation.

Teaching materials

- Coursebook page (shown image).
- Audio recording of the song (if available).
- Flashcards or pictures (beach, kite, sandcastle, ball, seashells).
- Board and markers.
- Optional: realia (e.g. toy ball, small bucket, shell).

Teaching Methods

PPP Approach (Presentation, Practice, Production):

Presentation:

Introduce vocabulary using pictures and gestures.

Practice:

Play the song, pupils listen and repeat line by line.

Production:

Pupils sing together and perform actions.

TPR (Total Physical Response):

Pupils act out actions (fly a kite, throw a ball, walk along the shore).

Choral and Individual Repetition:

Whole class first, then small groups or individuals.

Interactive Learning:

Pair or group discussion about activities at the beach.

Tips for Teaching

Pre-teach key vocabulary before playing the song.

Use gestures and facial expressions to support understanding.

Play the song more than once (listen → repeat → sing).

Encourage shy pupils by letting them join group singing first.

Add simple actions to make the lesson more engaging.

Check understanding by asking simple questions (e.g. "What do we build at the beach?").

Keep the pace lively and fun.

Assessment

Informal Observation:

Monitor participation during singing and activities.

Listening Check:

Ask pupils to identify words or actions from the song.

Speaking Assessment:

Pupils repeat key phrases or answer simple questions.

Performance Task:

Pupils sing the song in groups or act it out.

Vocabulary Recall:

Quick matching or pointing activity (teacher says "kite" → pupils point to picture).

Aims:

To recognise and pronounce the initial sounds /l/ and /g/.

To identify words beginning with L and G (e.g. laptop, lamp, llama, lady, game, gate, gazelle, galaxy).

To develop early reading skills by matching sounds to pictures.

To practise writing the letters L and G correctly.

To build vocabulary related to familiar objects and animals.

Teaching Methods

Phonics-based instruction:

Emphasise letter sounds rather than names.

Visual learning:

Use pictures to reinforce word recognition.

Repetition and drilling:

Practise sounds multiple times.

Interactive questioning:

Ask pupils to identify and repeat words.

Guided practice:

Support pupils in completing the worksheet.

Multi-sensory approach:

Combine speaking, seeing, and writing.

Tips for Teaching

Model the sounds clearly:

/l/ as in lamp (soft, tongue touches teeth).

/g/ as in game (hard sound).

Encourage pupils to repeat in chorus and individually.

Use gestures (e.g. pretend to switch on a lamp, play a game).

Correct gently—focus on encouragement.

For weaker pupils, limit to fewer words at first.

For stronger pupils, ask them to think of additional L and G words.

Highlight tricky words like “llama” (silent second “l” not emphasised in sound).



Teaching materials

The phonics workbook page (shown).

Flashcards of L and G words (optional).

Real objects or pictures (e.g. lamp, toy laptop).

Whiteboard and markers.

Audio support (if available for pronunciation).

Pencils and crayons.

Assessment

Formative (during lesson):

Can pupils correctly pronounce /l/ and /g/?

Can they match pictures to the correct sounds?

Can they identify whether a word starts with L or G?

Worksheet assessment:

Completion of:

Identifying and reading words.

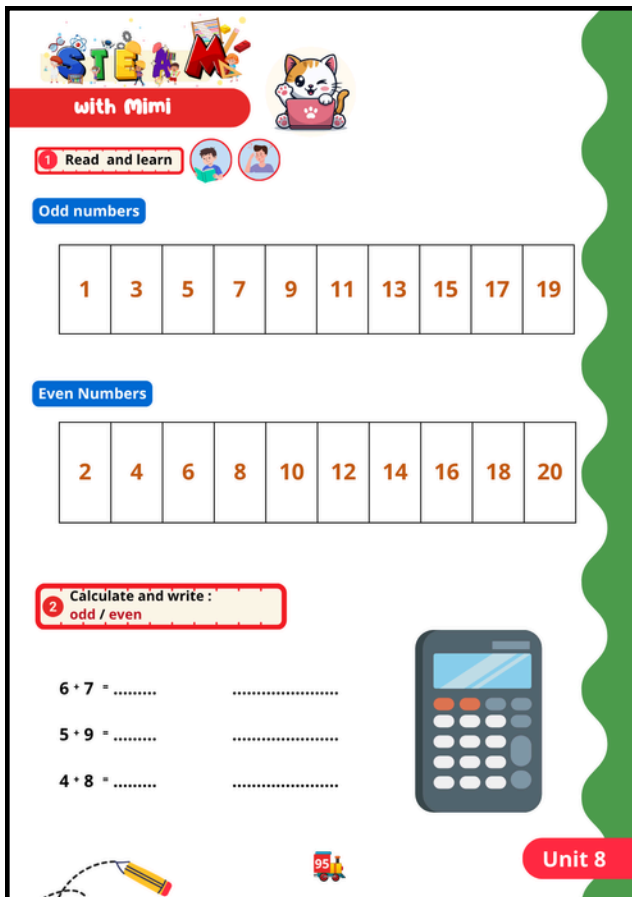
Writing L and G.

Filling in missing letters (_arage → garage, _ake → lake, _orilla → gorilla).

Summative (end of lesson):

Ask pupils to say one word starting with L and one with G.

Quick oral check or mini quiz



Aims:

Pupils will be able to identify odd and even numbers up to 20.
 Pupils will understand that:
 Odd numbers cannot be divided into equal pairs.
 Even numbers can be divided into equal pairs.
 Pupils will add two numbers and decide whether the result is odd or even.

Teaching materials

The worksheet (as shown in the image)
 Flashcards with numbers 1–20
 Counters (buttons, cubes, or beads)
 Whiteboard and markers
 A simple calculator (optional, for demonstration)

Assessment

Observation: Check if pupils can correctly identify odd and even numbers.

Worksheet check:

$$6 + 7 = 13 \rightarrow \text{odd}$$

$$5 + 9 = 14 \rightarrow \text{even}$$

$$4 + 8 = 12 \rightarrow \text{even}$$

Oral questions: Ask pupils to give examples of odd and even numbers.

Teaching Methods

Direct instruction:

Explain odd and even numbers with examples.

Demonstration:

Use counters to show pairing (even) and leftover (odd).

Guided practice:

Read the number lines together (odd and even).

Interactive questioning:

Ask pupils to identify numbers orally.

Independent practice:

Pupils complete the addition and label answers as odd or even.

Tips for Teaching

Use real objects (e.g. pencils) to show pairing clearly.

Encourage pupils to say numbers aloud to reinforce learning.

Use a simple rule:

“Ends in 0, 2, 4, 6, 8 → even”

“Ends in 1, 3, 5, 7, 9 → odd”

Keep explanations short and visual for younger learners.

Praise correct answers to build confidence.

Aims:

To practise vocabulary related to daily activities (e.g. hiking, watching TV, helping family).

To develop understanding and use of possessive adjectives (my, your, his, her).

To identify and name seasons (summer and winter).

To improve speaking skills through simple personal questions (e.g. What do you like?).

To reinforce spelling and word recognition through matching and completion tasks.

Teaching Methods

Warm-up:

Begin with a quick discussion: What do you do at the weekend?

Presentation:

Introduce or revise key vocabulary using pictures and gestures.

Practice:

Matching activity (students match sentences to pictures).

Fill-in-the-gap exercises for possessive adjectives.

Identify and label seasons.

Speaking practice:

Pair work asking and answering: What do you like?

Encourage full sentences: I like hiking.

Guided practice:

Complete the "look and complete" section together, modelling pronunciation.

Tips for Teaching

Use clear gestures and mime actions (e.g. pretend hiking or watching TV).

Drill pronunciation, especially tricky words like grandma and hiking.

Encourage full sentences rather than one-word answers.

Support weaker learners with sentence frames (e.g. I like...).

Praise effort to build confidence.

Keep instructions short and model each task.



Teaching materials

The coursebook page shown (Review with Logy).

Flashcards or pictures of activities (hiking, watching TV, visiting grandma, etc.).

Flashcards for seasons (summer, winter).

Board and markers.

Optional: realia (e.g. toy umbrella, scarf) or digital images.

Assessment

Formative assessment (during lesson):

Observe students during matching and speaking tasks.

Check correct use of possessive adjectives.

Listen for correct vocabulary usage and pronunciation.

Quick check:

Ask individual students: What do you like?

Ask: Is this summer or winter? (pointing to pictures)

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