

KID'S BRIDGE ENGLISH 3RD

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

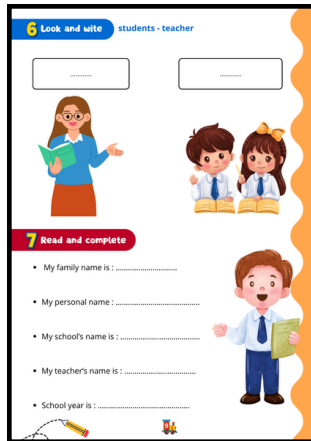
Teachers are encouraged to create a positive learning environment where effort is praised and progress is celebrated.

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.



Teaching Methods

1. Warm-up

Teacher greets pupils:

"Hello!"

"What's your name?"

Pupils repeat.

2. Presentation

Show the picture of Sami.

Model:

"Hello! My name is Sami."

Pupils repeat as a whole class, groups, then individually.

3. Listening and Repetition

Point to letters and pictures.

Pupils listen and repeat sounds and words.

Practise pronunciation slowly and clearly.

4. Pair Work

Pupils ask and answer:

"What's your name?"

"My name is ..."

5. Vocabulary Matching

Pupils match pictures with words:

classroom

table

pencil case

board

6. Action Practice

Teacher demonstrates:

read

write

listen

Pupils mime the actions.

7. Guided Writing

Pupils complete:

My family name is ...

My personal name is ...

My school's name is ...

My teacher's name is ...

8. Review

Quick oral revision:

"Who is this?"

"Is this a teacher or students?"

Pronunciation Corrections

Incorrect-Correct-

"My name are ..." - "My name is ..."

"Hallo" - "Hello"

"student" (for group) - "students"

Vocabulary Corrections

Incorrect-Correct

"pen case" - "pencil case" - "black board" - "board"

Sentence Corrections

Aims:

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

Greet others using "Hello".

Introduce themselves using "My name is ...".

Recognise and say simple classroom vocabulary:

classroom -table-pencil case-board--Identify people in

-chool:-teacher-students

Use action words:

read-write-listen-Complete simple personal in
formation sentences.

Teaching materials

Pupil's Book pages shown in the pictures

Flashcards or pictures

Real classroom objects:

pencil case-table-boardWhiteboard and markers--

Audio or teacher pronunciation model

Name cards

Small ball or puppet for speaking practice

Tips for Teaching

Use gestures and facial expressions.

Speak slowly and clearly.

Encourage shy pupils gently.

Use repetition frequently.

Praise correct answers:

"Well done!" - "Excellent!"

Allow pupils to practise in pairs before speaking to the
whole class.

Use real classroom objects whenever possible.

Unit 1

My country



Aims:

To introduce learners to simple self-introduction expressions.

To help learners say their names and countries.

To develop listening and speaking skills through repetition.

To familiarise learners with different countries and flags.

To build learners' confidence in speaking English.

Teaching Methods

Course book page/image shown above

Flashcards of countries and flags

Whiteboard and markers

Audio recording (if available)

Real or printed flags of Morocco, Spain, and France

Tips for Teaching

Listen and repeat: Pupils listen to the sentences and repeat after the teacher.

Drilling: Repetition of key structures such as "My name is..." and "I am from..."

Question and answer: Teacher asks pupils simple personal questions.

Pair work: Pupils practise introducing themselves with classmates.

Visual learning: Using pictures and flags to support understanding.

Teaching materials

Speak slowly and clearly for young learners.

Use gestures and pointing to support meaning.

Encourage shy pupils with praise and positive feedback.

Repeat the target sentences several times.

Allow pupils to practise in pairs before speaking in front of the class.

Use real-life examples by introducing yourself first.

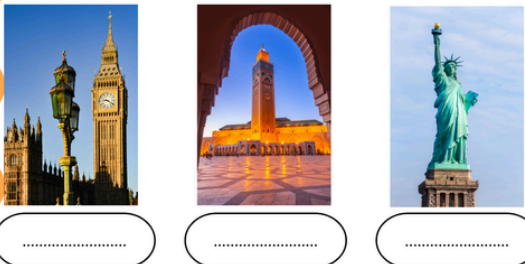
Correct pronunciation gently without interrupting fluency.



2 Read and Play the dialogue

Jad : Hello, what's your name ?
James : Hi, My name is James.
Jad : how are you ?
James : I am fine. Thanks.
Jad : Where are you from ?
James : I am from UK (United kingdom)
Jad : I am from Morocco. Nice to meet you.
James : Nice to meet you too.
Jad : Where are you going ?
James : I am going to U.S.A
 (United States of America)
Jad : Me too. Let's go.

3 Look and write : Morocco _ Britain _ America



Aims:

To help pupils introduce themselves and ask simple questions in English.
 To practise greetings and personal information:
 What's your name?
 How are you?
 Where are you from?
 Where are you going?
 To recognise countries and famous landmarks:
 Morocco
 Britain / the UK
 America / the USA
 To improve speaking, listening, reading, and writing skills.

Teaching materials

Pupil's Book page shown in the picture.
 Flashcards or pictures of:
 Morocco
 United Kingdom
 United States
 Board and markers.
 Audio recording (optional).
 Country map or globe.

Assessment

Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.
 Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).
 Written Assessment: Provide a written quiz with vocabulary exercises, matching, and fill-in-the-blank activities related to clothing, sizes, and customer service phrases.

Teaching Methods

1. Warm-up

Greet pupils:

"Hello, how are you today?"

Ask simple questions:

"What's your name?"

"Where are you from?"

2. Presentation

Read the dialogue aloud with correct pronunciation and intonation.

Pupils repeat sentence by sentence.

Explain new vocabulary:

UK = United Kingdom

USA = United States of America

Nice to meet you

3. Pair Work

Pupils practise the dialogue in pairs.

Encourage eye contact and clear speaking.

Change partners for more practice.

4. Reading Activity

Ask volunteers to read the dialogue aloud.

Correct pronunciation gently.

5. Writing Activity

Pupils match the pictures with the correct countries:

Big Ben → Britain

Hassan Tower → Morocco

Statue of Liberty → America

6. Production

Pupils create their own short dialogue:

Name

Country

Destination

Example:

Hello, what's your name?

My name is Sara.

Where are you from?

I am from Morocco.

Tips for Teaching

Speak slowly and clearly.

Use gestures and facial expressions.

Encourage shy pupils to participate.

Praise effort, not only correct answers.

Use repetition for pronunciation practice.

Let pupils act out the dialogue for fun.

Write key structures on the board.

Answers to Activity 3

From left to right:

Britain -Morocco- America-

Aims:

By the end of the lesson, learners will be able to:
Identify countries: Morocco, France, Spain, the U.K., Egypt, and Qatar.

Say where people and famous places are from.

Use the structure:

"He is from ..."

"The Eiffel Tower is in ..."

Improve speaking, reading, and observation skills

Recognise famous world landmarks.

Teaching Methods

1. Warm-up

Greet learners.

Ask simple questions:

"Do you like football?"

"Do you know these countries?"

Show flags or pictures and ask learners to name the countries.

2. Presentation

Point to each football player.

Model the sentences clearly:

"He is from Spain."

"He is from Morocco."

"He is from France."

Ask learners to repeat together and individually.

3. Guided Practice

Learners match each player with the correct country.

Read the landmark sentences aloud.

Learners tick the correct sentence.

Check answers together.

4. Pair Work

Learners ask and answer in pairs:

"Where is Big Ben?"

"Big Ben is in the U.K."

5. Production

Learners make their own sentences about countries and landmarks.

Encourage full sentences.

Tips for Teaching

Speak slowly and clearly.

Use repetition and gestures.

Point to pictures while speaking.

Encourage shy learners with praise.

Drill pronunciation of country names:

Morocco

France

Spain

Egypt

Qatar

U.K.

Use choral repetition before individual answers.

Keep activities short and active.

4 Where are those players from ?
Morocco _ France _ Spain



5 Read and tick ✓



☐ Eiffel tower is in Spain.
☐ Eiffel tower is in France.

☐ Big Ben is in U.S.A.
☐ Big Ben is in U.K.

☐ Koutoubia is in Morocco.
☐ Koutoubia is in Egypt.

☐ The Pyramids are in Egypt
☐ The Pyramids are in Qatar

Unit 1

Teaching materials

Pupil's book/page shown in the picture

Flashcards or pictures of:

Football players

Eiffel Tower --Big Ben-Koutoubia Mosque-The Pyramids-Board and markers

Country word cards

Audio (if available)

Sticky notes or mini whiteboards

Corrections

Exercise 4 – Where are those players from?

1. The first player is from Spain.

2. The second player is from Morocco.

3. The third player is from France.

Exercise 5 – Read and tick

✓ Eiffel Tower is in France.

✓ Big Ben is in the U.K.

✓ Koutoubia is in Morocco.

✓ The Pyramids are in Egypt.



Teaching Methods

Listening and repetition
Question and answer
Pair work
Singing and chanting
Drilling and pronunciation practice

Tips for Teaching

Sing the song slowly first, then repeat at normal speed.
Point to each month while pupils listen and repeat.
Encourage shy pupils by letting them answer with a partner.
Use gestures or seasonal pictures to help pupils remember the months.
Praise correct answers to build confidence.
Allow pupils to personalise the activity by choosing their real favourite month.
Corrections
Correct pronunciation gently and clearly.
Example:
Incorrect: "Jule"
Correct: "July"

Aims:

To help pupils recognise and say the months of the year.
To improve listening and speaking skills through a song.
To encourage pupils to talk about their favourite month.
To practise correct pronunciation of the months.

Teaching materials

Pupil's book page shown in the picture.
Flashcards of the months.
Audio/song recording (Months of the Year Song).
Board and markers.
Pictures showing seasons or activities for different months.

Remind pupils to use a capital letter for months.
Correct sentence structure:
Incorrect: "Favourite month is May."
Correct: "My favourite month is May."
Model the full sentence and ask pupils to repeat:
"My favourite month is __."

Assessment

Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.
Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).
Written Assessment: Provide a written quiz with vocabulary exercises, matching, and fill-in-the-blank activities related to clothing, sizes, and customer service phrases.
Peer Feedback: Have students assess each other's performance in role-plays, focusing on fluency and the use of key phrases.
Self-Assessment: Encourage students to reflect on their learning at the end of the lesson, considering what they found easy or difficult.

Aims:

To help learners identify and use cardinal numbers (one, two, three...).

To introduce ordinal numbers (first, second, third...).

To enable learners to recognise the order of months in a year.

To develop speaking, reading and writing skills through number activities.

Teaching Methods

Demonstration

Question and answer

Repetition and drilling

Guided practice

Pair and individual work

Tips for Teaching

Pronounce ordinal numbers clearly and encourage pupils to repeat after you.

Use a real calendar to connect the lesson with everyday life.

Allow learners to practise both speaking and writing the numbers.

Encourage shy learners by giving simple oral questions first.

Revise difficult spellings such as fifth, eighth, and ninth.

Corrections

The first month is January.

The fourth month is April.

May is the fifth month.

August is the eighth month.

October is the tenth month.

8 Learn and say

Cardinal Numbers & Ordinal Numbers

Cardinal Numbers		Ordinal Numbers	
1	One	1 st	First
2	Two	2 nd	Second
3	Three	3 rd	Third
4	Four	4 th	Fourth
5	Five	5 th	Fifth
6	Six	6 th	Sixth
7	Seven	7 th	Seventh
8	Eight	8 th	Eighth
9	Nine	9 th	Ninth
10	Ten	10 th	Tenth

9 Write and read

_ The first month is _____

_ The fourth month is _____

_ May is the _____ month

_ August is the _____ month

_ October is the _____ month



**Unit 1**

Teaching materials

Course book page/image shown above

Flashcards of numbers and months

Whiteboard and markers

Calendar chart

Pencil and exercise books

10 Focus and learn

Forms		
Positive	Negative	Interrogative
I'm	I'm not	Am I ?
You're	You aren't	Are you.... ?
He's	He isn't	Is he ?
She's	She isn't	Is she ?
It's	It isn't	Is it ?
We're	We aren't	Are we ?
You're	You aren't	Are you ?
They're	They aren't	Are they ?

11 Answer the following questions

_ Are you happy ?

_ Yes.

_ Is it a cat ?

_ No.

_ Are they at school ?

_ Yes.



Aims:

To learn and practise the verb "to be" in:

Positive forms

Negative forms

Interrogative forms

To answer simple Yes/No questions correctly.

To improve speaking, reading, and sentence formation skills.

Teaching materials

Pupil's Book page shown in the picture

Whiteboard and markers

Flashcards with pronouns (I, you, he, she, it, we, they)

Pictures of people/animals/school objects

Worksheets for practice

Assessment

Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.

Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).

Written Assessment: Provide a written quiz with vocabulary exercises, matching, and fill-in-the-blank activities related to clothing, sizes, and customer service phrases.

Teaching Methods

1. Presentation

Introduce the forms of the verb to be:

I'm / I'm not / Am I?

You're / You aren't / Are you?

He's / He isn't / Is he? ... etc.

Read the table aloud and ask pupils to repeat.

2. Guided Practice

Ask pupils to repeat sentences after the teacher.

Practise changing:

Positive → Negative

Positive → Question

Example:

She's happy. → She isn't happy. → Is she happy?

3. Pair Work

Pupils ask and answer questions in pairs:

Are you happy?

Is it a cat?

Are they at school?

4. Individual Practice

Pupils complete the exercise orally and in writing.

Answers:

Yes, I am.

No, it isn't.

Yes, they are.

Tips for Teaching

Use gestures and pictures to explain meaning.

Encourage full answers, not one-word answers.

Drill pronunciation of contractions:

isn't -aren't-I'm-they're

Give weaker pupils extra repetition and support.

Praise correct speaking to build confidence.

Correction

Common Mistakes and Corrections

Mistake

Correction

He aren't happy.

He isn't happy.

Are she happy?

Is she happy?

Yes, I'm.

Yes, I am.

They is at school.

They are at school.

Teacher Correction Techniques

Repeat the incorrect sentence with rising intonation for self-correction.

Model the correct form clearly.

Ask pupils to repeat the correct answer together and individually.

Aims:

To help pupils identify countries and nationalities using simple sentences.

To practise the pronouns he / she / they.

To use the verb to be correctly: He's, She's, They're, We're.

To improve reading and speaking confidence.

To develop sentence completion skills.

Teaching Methods

1. Warm-up

Show pictures of flags and ask:

"What country is this?"

"Is this China or Japan?"

Encourage short answers:

"It's China."

2. Presentation

Point to each picture and model the sentence:

"He's from China."

"They're from Japan."

Pupils repeat chorally and individually.

3. Guided Practice

Read the two sentences under each picture.

Ask pupils to circle the correct sentence.

Check answers together orally.

4. Grammar Focus

Write on the board:

He → He's - She → She's - They → They're - We → We're*

Explain that:

He = one boy/man

She = one girl/woman

They = more than one person

We = me and others

5. Independent Practice

Pupils complete Exercise 13 individually.

Tips for Teaching

Use gestures when saying he, she, and they.

Encourage full sentences, not one-word answers.

Drill pronunciation of contractions:

He's /hi:z/ She's /ʃi:z/-They're /ðeə/-

We're /wiə/

Praise pupils for participation to build confidence.

Pair stronger pupils with weaker pupils for support.

Corrections

Exercise 12 — Read and Circle

He's from China.

They're from Japan.

She's from Germany.

He's from U.S.A.

Exercise 13 — Read and Complete

Sami is 12 years old. He's from Morocco.

Maria is a student. She's good.

Philip and I are friends. We're from London.

Jack and Carol are brothers. They're from U.S.A.

12 Read and Circle



- He's from China
- She's from China



- They're from Japan
- She's from Japan



- She's from Germany
- He's from Germany



- They're from U.S.A
- He's from U.S.A

13 Read and complete : We're - She's - He's - They're

_ Sami is 12 years old. _____ from Morocco.

_ Maria is a student. _____ good.

_ Philip and I are friends. _____ from London.

_ Jack and Carol are brothers. _____ from U.S.A.



Unit 1

Teaching materials

Pupil's Book page shown in the picture.

Flashcards of countries/flags (China, Japan, Germany, U.S.A., Morocco).

Board and markers.

Worksheets or mini whiteboards.

Coloured pencils for circling answers.

Assessment

Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.

Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).

Written Assessment: Provide a written quiz with vocabulary exercises, matching, and fill-in-the-blank activities related to clothing, sizes, and customer service phrases.

Peer Feedback: Have students assess each other's performance in role-plays, focusing on fluency and the use of key phrases.

Self-Assessment: Encourage students to reflect on their learning at the end of the lesson, considering what they found easy or difficult.

14 Read and answer the questions.

Australia, Land of Kangaroo



A nine-years -old boy always wants to know where the kangaroos live. He asks his father to take him to the land of kangaroos and he wants to take pictures with them.

One Sunny day, his father tells him to be ready to take him to see the kangaroos. Jack is so happy to go and to know more about this animal. When he arrives there, he sees a lot of trees and wide lands.

He waits for long hours, then a group of kangaroos come closed to him, he is so excited when his father takes pictures with the kangaroos.

Jack is so lucky boy because he lives that experience.

_ Where is Jack from ?

.....

_ How old is he ?

.....

_ How does he feel when he sees the kangaroos ?

.....

Aims:

- To develop pupils' reading comprehension skills.
- To help pupils answer questions from a short text.
- To improve vocabulary related to animals and countries.
- To encourage correct sentence formation in English.

Teaching materials

- Pupil's Book page shown in the picture.
- Flashcards or pictures of kangaroos and Australia.
- Board and markers/chalk.

Assessment

- Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.
- Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).
- Written Assessment: Provide a written quiz with vocabulary exercises, matching, and fill-in-the-blank activities related to clothing, sizes, and customer service phrases.
- Peer Feedback: Have students assess each other's performance in role-plays, focusing on fluency and the use of key phrases.
- Self-Assessment: Encourage students to reflect on their learning at the end of the lesson, considering what they found easy or difficult.

Teaching Methods

- Reading aloud.
- Question and answer.
- Guided discussion.
- Pair work and individual work.

Tips for Teaching

- Pre-teach difficult words such as kangaroo, excited, and experience.
- Ask pupils to read the passage sentence by sentence.
- Encourage pupils to find answers directly from the text.
- Help weaker pupils by underlining key information in the passage.
- Use pictures to make the lesson interesting and easier to understand.
- Answers
- Where is Jack from?
- He is from Australia.
- How old is he?
- He is nine years old.
- How does he feel when he sees the kangaroos?
- He feels excited and happy.

Correction

"A nine-years old boy" → A nine-year-old boy

"One Sunny day" → One sunny day

"closed to him" → close to him

"Jack is so lucky boy" → Jack is such a lucky boy / Jack is a very lucky boy

"because he lives that experience" → because he lives through that experience / because he has that experience

Aims:

To recognise and pronounce the consonant blends "cr" and "sp".

To identify words beginning with cr and sp.

To improve listening, speaking, and phonics skills.

To complete missing letters in simple words.

Teaching materials

Student's book/page shown in the picture

Flashcards or picture cards:

Crayon, cry, crab, crocodile

Spoon, spider, sports

Board and markers

Colour pencils or crayons

Audio or teacher's pronunciation model

Teaching Methods

1. Warm-up

Greet the pupils happily.

Revise letter sounds c, r, s, p.

Ask:

"What sound do we hear in crab?"

"What sound do we hear in spoon?"

2. Presentation

Point to each picture and say the word clearly:

crayon, cry, crab, crocodile

spoon, spider, sports

Pupils listen and repeat together, then individually.

Emphasise the blends:

cr = /kr/ - sp = /sp/

3. Practice

Pupils point to the correct picture when the teacher says the word.

Choral repetition and pair practice.

Ask simple questions:

"Which word starts with cr?"

"Which word starts with sp?"

4. Activity – Complete the Words

Pupils look at the pictures and fill in the missing letters:

green -brown-

black

Assessment

Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.

Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).

Written Assessment: Provide a written quiz with vocabulary exercises, matching, and fill-in-the-blank activities related to clothing, sizes, and customer service phrases.



Tips for Teaching

Speak slowly and clearly when modelling pronunciation.

Encourage shy pupils to repeat in groups first.

Use gestures and pictures to support understanding.

Praise correct pronunciation immediately.

Repeat difficult blends several times.

Let pupils clap the sounds:

/c/ /r/ = cr

/s/ /p/ = sp

Correction

Exercise 2 Answers

green

brown

black

Pronunciation Correction

If a pupil says "cab" instead of "crab", repeat:

"Listen: cr-ab, crab."

If a pupil omits the blend in "spider", model slowly:

"sp-ider, spider."

Common Mistakes

Mixing cr and sp sounds.

Forgetting one letter in the blend.

Mispronouncing "crocodile" or "sports".

Correct gently by modelling and asking pupils to repeat



Aims:

To recognise and pronounce the consonant blends "cr" and "sp".

To identify words beginning with cr and sp.

To improve listening, speaking, and phonics skills.

To complete missing letters in simple words.

Teaching materials

Student's book/page shown in the picture

Flashcards or picture cards:

Crayon, cry, crab, crocodile

Spoon, spider, sports

Board and markers

Colour pencils or crayons

Audio or teacher's pronunciation model

Assessment

Observation: Observe students during role-plays and group activities to assess their ability to use new vocabulary and structures correctly.

Oral Assessment: Give students a scenario where they must respond using the target language (e.g., a mock shopping experience).

Teaching Methods

1. Warm-up

Greet the pupils happily.

Revise letter sounds c, r, s, p.

Ask:

"What sound do we hear in crab?"

"What sound do we hear in spoon?"

2. Presentation

Point to each picture and say the word clearly:

crayon, cry, crab, crocodile

spoon, spider, sports

Pupils listen and repeat together, then individually.

Emphasise the blends:

cr = /kr/

sp = /sp/

3. Practice

Pupils point to the correct picture when the teacher says the word.

Choral repetition and pair practice.

Ask simple questions:

"Which word starts with cr?"

"Which word starts with sp?"

4. Activity – Complete the Words

Pupils look at the pictures and fill in the missing letters: -green-brown-black

Tips for Teaching

Speak slowly and clearly when modelling pronunciation.

Encourage shy pupils to repeat in groups first.

Use gestures and pictures to support understanding.

Praise correct pronunciation immediately.

Repeat difficult blends several times.

Let pupils clap the sounds:

/c/ /r/ = cr

/s/ /p/ = sp

Correction

Exercise 2 Answers

green

brown

black

Pronunciation Correction

If a pupil says "cab" instead of "crab", repeat:

"Listen: cr-ab, crab."

If a pupil omits the blend in "spider", model slowly:

"sp-ider, spider."

Common Mistakes

Mixing cr and sp sounds.

Forgetting one letter in the blend.

Mispronouncing "crocodile" or "sports".

Correct gently by modelling and asking pupils to repeat

Unit 2

Weekend activities





Aims:

By the end of the lesson, Grade 1 pupils will be able to:
recognise and say vocabulary related to weekend activities.

listen and repeat simple sentences correctly.

talk about activities they like doing at the weekend.

improve pronunciation and listening skills.

develop confidence in speaking through repetition and pair work.

identify leisure activities from pictures.

Teaching materials

Pupil's Book

Flashcards or printed pictures of activities

Whiteboard and markers

Audio recording (if available)

Real objects or toys (ball, comic book, chess piece)

Word cards Sticky notes

Speakers for listening activity

Tips for Teaching

Speak slowly and clearly with gestures, facial expressions, and colourful visuals. Praise pupils often, repeat vocabulary through short energetic activities, and encourage full sentences with gentle correction. Support shy or weak pupils using repetition, picture activities, and simple key vocabulary, while stronger pupils create their own sentences.

Teaching Methods

1. Warm-up

Begin with simple questions:

"What do you do at the weekend?"

"Do you play football?"

"Do you read comics?"

Encourage short answers:

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

Use gestures and facial expressions to support understanding

2. Presentation of Vocabulary

Teach the new words one by one:

playing football -playing slide-skateboard-playing chess-

fishing-reading comics-Steps-

Show the picture.

Say the word clearly.

Pupils listen.

Pupils repeat together.

Pupils repeat individually.

Use actions:

pretend to kick a football

pretend to fish

pretend to read a comic

This helps kinaesthetic learners remember vocabulary better.

3. Listen and Repeat Activity

Read the speech bubble slowly:

"Hello, my name is Danny.

I like my weekend very much because I relax very well and I have fun with my family."

Procedure

Teacher reads first.

Pupils listen carefully.

Read sentence by sentence.

Pupils repeat chorally.

Practise pronunciation and intonation.

Focus on:-weekend-relax -family -fun

4. Guided Practice

Point to pictures randomly and ask:

"What is this?"

"Is he playing football?"

"What do you like?"

Expected answers:

"It is fishing." -"Yes, he is." -"I like reading comics."

5. Pair Work

Pupils work in pairs.

One pupil asks:

"What do you like doing?"

The other answers:

"I like playing chess."

Then they swap roles.

"Reading comics!"

This increases motivation and speaking confidence.

Aims:

To develop pupils' speaking and listening skills through a simple dialogue.

To help pupils understand and use vocabulary related to fishing: boat, hook, fish.

To encourage correct pronunciation and intonation while reading.

To build confidence in acting out short conversations.

To improve pupils' comprehension through pictures and role-play.

To encourage interaction and teamwork in pairs or groups.

Teaching Methods

1. Warm-up

Ask simple questions:

"Do you like fishing?"

"What can you see in the picture?"

Allow pupils to answer using single words or short sentences.

2. Vocabulary Presentation

Show the pictures of:

Boat -Hook -Fish -

Say each word clearly and ask pupils to repeat chorally and individually.

Use actions and gestures to support understanding.

3. Dialogue Presentation

Read the dialogue aloud with expression.

Pupils listen carefully and point to the speakers.

Read again and ask pupils to repeat sentence by sentence.

4. Guided Practice

Divide the class into groups:

Ben -Mother -Father

Pupils practise the dialogue together.

Focus on pronunciation and intonation.

5. Role-play Activity

Pupils act out the dialogue in pairs or groups.

Encourage simple actions such as pretending to fish or row a boat.

6. Reading Practice

Pupils read the vocabulary words aloud.

Match words to pictures if needed.

Assessment

Assess students through observation during role-plays, oral scenarios, and written vocabulary activities.

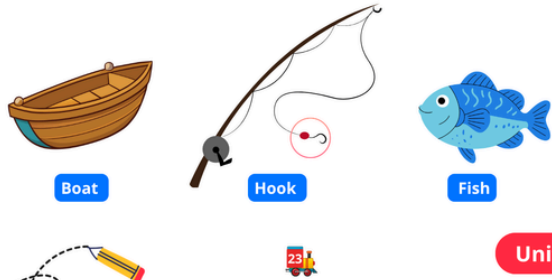
Encourage peer feedback on fluency and correct use of key phrases during group tasks. Use self-assessment to help students reflect on what they learned and the difficulties they faced.

2 Read and act the dialogue

Ben : Hi mum, can we go to the forest this weekend ?
Mother : It's a good idea !
Father : What about going to fish ?
Ben : Wow ! That's great !
Mother : I don't like fishing, but I want to try.
Father : Ok be ready. Fishing is easy.



3 Look and read



Boat Hook Fish

Unit 2

Teaching materials

Pupil's Book

Flashcards or pictures of a boat, hook, and fish

Real objects or toy fishing items if available

Whiteboard and markers

Audio recording (if available)

Word cards

Small puppets or props for role-play

Tips for Teaching

Use plenty of gestures and facial expressions to maintain attention.

Speak slowly and clearly for Grade 1 learners.

Encourage shy pupils with praise and simple participation.

Repeat vocabulary several times using games and chants.

Use pair work to increase speaking opportunities. Correct pronunciation gently without interrupting confidence.

Keep activities short and active to maintain pupils' focus.

Praise effort with encouraging words such as "Excellent!", "Well done!", and "Good job!"

4 Read and match



Hello, I'm Helen. At the weekend, I like going to the zoo with my family. I really enjoy watching and feeding animals. I like my weekend because I take a rest.



Hi, I am Ben. At the weekend, I like going to the cinema. I really enjoy my time watching new animated films. Cinema is a good way to relax for me.



Hello, I am Rana. I love my weekend a lot, because it is good for me to relax and go shopping with my mother. I really like buying new things like : clothes and Toys.

Rana

shopping

Helen

Cinema

Ben

Zoo

Teaching Methods

1. Warm-up

Greet learners happily.

Ask simple questions:

"What do you do at the weekend?"

"Do you like the zoo?"

"Do you go shopping with your family?"

Show pictures and ask learners to name them.

Example: Teacher: "What is this?"

Pupils: "Cinema!"

2. Pre-reading

Teach key vocabulary before reading:

zoo -cinema -shopping -weekend - relax

Use gestures and pictures.

Example:

Pretend to watch a film for "cinema".

Pretend to buy clothes for "shopping".

Drill pronunciation:

whole class

groups

individual learners

3. Reading Activity

First Reading

Teacher reads the texts aloud slowly.

Pupils follow with their fingers.

Focus on pronunciation and intonation.

Second Reading

Read paragraph by paragraph.

Ask simple comprehension questions:

Helen

"Where does Helen go?"

"Does she like animals?"

Ben

"Where does Ben go?"

"What films does he watch?"

Rana

"Who goes shopping?"

"What does Rana buy?"

4. Read and Match

Ask learners to match:

Helen → Zoo

Ben → Cinema

Rana → Shopping

Invite pupils to come to the board and match the cards.

5. Speaking Practice

Ask learners to talk about themselves:

"At the weekend, I like..."

"I go to the..."

Encourage short answers.

Example:

"I like going to the park."

"I go shopping with my mother."

Aims:

By the end of the lesson, learners will be able to:
read short simple texts about weekend activities.
identify key information from a text.
match people with the correct activities.
develop reading comprehension skills.
practise vocabulary related to weekend activities.
speak about their own favourite weekend activities.

Teaching materials

Pupil's Book page.

Flashcards or pictures of:

zoo -cinema -shopping -Board and markers.

Word cards:

Helen -Ben -Rana -Zoo -Cinema

Shopping

Sticky tack or magnets.

Optional:

projector or printed enlarged pictures.

Tips for Teaching

Use plenty of visuals and gestures.

Read slowly and clearly.

Encourage shy learners with simple questions.

Praise every correct answer.

Repeat difficult vocabulary several times.

Allow pair work for weaker learners.

Use real-life connections to increase motivation.

Check understanding frequently.

Aims:

- _ Helping students grasp the correct use of "have" and "has" in different sentence structures (positive, negative, and interrogative).
- _ To familiarize students with creating negative statements in English.
- _ Making it an excellent opportunity to practice sentence construction.

Teaching Methods

Explicit Instruction: Start by explaining the grammar rules for "have" and "has", focusing on sentence structure and usage in different forms.

Modeling: Show examples and ask students to repeat after you, especially for the negative and interrogative forms.

Pair Work: Allow students to work in pairs to complete the exercises and check each other's work. This promotes peer learning.

Guided Practice: Walk through a few examples of each exercise as a class before having students complete them individually.

Tips for Teaching

Interactive Approach: Encourage students to use the new forms in conversation with classmates. For example, they could ask each other questions using the sentence structures they are learning.

Use of Real-life Context: Relate sentences to real-life situations. For example, the sentences "My father has a car" and "They have two houses" can be made more personal, asking students to talk about their own family or home.

Frequent Recap: Periodically pause the lesson to recap the rules and clarify any confusion.

Student Engagement: Engage students with fun activities, such as creating their own sentences or correcting mistakes in a group setting.

8 Focus and learn

Positive form
I / You / We / They **have**
He / She / It **has**

Negative form
I / You / We / They **don't have**
He / She / It **doesn't have**

Interrogative form
Do I / you / we / they **have** ... ?
Does he / she / it **have** ... ?

9 Complete with : has / have

_ My father _____ a car.
_ They _____ two houses
_ Nancy _____ a beautiful ring.
_ It _____ a tail.
_ We _____ a big school.

10 Make these sentences negative

_ She speaks French well.
_
_ I live in New York city.
_
_ They listen to music.
_
_ I have three brothers.
_

Illustration: Two children sitting on the floor, painting a picture.

Teaching materials

Workbook Exercises: You already have a workbook page that contains both practice and rules.

Flashcards: Create cards with positive, negative, and interrogative forms of sentences.

Charts: Display a table showing the rules for the use of "have" and "has" in positive, negative, and interrogative forms.

Visual Aids: Use images or illustrations related to the sentences (e.g., cars, houses) to engage students while practicing these structures.

Assessment

Formative Assessment: Observe how well students can complete the exercises during class. Use this as a gauge of their understanding.

Peer Feedback: Encourage students to give each other feedback on their sentences, allowing them to correct mistakes and improve.

Summative Assessment: Provide a short quiz or assignment where students create sentences using "have" and "has" in different forms. This can test both their comprehension and ability to apply what they've learned.

These suggestions will help reinforce the grammar concepts and ensure that the students can apply the rules in real-life contexts.

11 Read and circle the right answers

Ghita's Weekend

Hello! My name is Ghita and I come from Morocco. I am nine years old. Every Saturday morning, my family and I go to the park. I usually run with my brother, while my sister rides her bike around the lake. My mother enjoys reading a magazine, and my father takes photos of us. In the afternoon, we go to a fish restaurant and have lunch at 2:00 p.m. In the evening, we watch a movie together. On Sunday mornings, we often visit the swimming pool because we enjoy swimming and usually stay there for about two hours. Sometimes, I go shopping with my mother. Later in the afternoon, I play computer games with my father. I really love my weekends.



- ☐ Noura is ten years old. **True / False**
- ☐ Her mother reads magazine **True / False**
- ☐ They go swimming on Saturday **True / False**
- ☐ They play computer games with their father. **True / False**

Unit 2

Aims:

Students will read a text about Ghita's weekend, answer comprehension questions, and learn vocabulary about daily routines and hobbies. They will also use critical thinking to make inferences and identify true or false statements.

Teaching materials

Reading Passage: Ghita's Weekend (provided in the image).

Worksheet: True/False questions about the passage.

Example: "Noura is ten years old."

"Her mother reads magazines."

"They go swimming on Saturday."

"They play computer games with their father."

Assessment

Monitor students' understanding through true/false questions, discussions, and oral explanations using evidence from the text. Correct mistakes by referring to details about Ghita's age and weekend activities. Conclude by discussing students' own weekends and new vocabulary learned. As an extension, students can write a short paragraph about their weekend routine.

Teaching Methods

Pre-reading Activity :

Discussion: Start by asking the class about their typical weekends. What do they do with their families? Do they have a routine like Ghita? This will activate prior knowledge and introduce the concept of family weekends.

Vocabulary: Pre-teach any challenging vocabulary or phrases from the text (e.g., "fish restaurant," "afternoon," "swimming pool," "take photos"). Write them on the board and briefly explain.

Reading :

Reading Aloud: Have the students read the passage aloud. You can call on students to read different parts or read it together. Make sure they understand the text as they read.

Silent Reading: After reading aloud, allow students to read the passage silently and underline any important information that they think will help them answer the true/false questions.

Post-reading Activity :

True/False Questions: Distribute the worksheet with the True/False questions.

Ask students to read each statement and decide if it is true or false, based on the passage.

They should circle their answers.

Peer Discussion: Let students discuss their answers in pairs before reviewing the answers with the class.

Class Discussion and Corrections (10 minutes):

Go over each question one by one, asking students to explain why they chose their answers.

Encourage them to refer back to the text to support their reasoning.

Tips for Teaching

Slow Down: If students struggle with reading comprehension, go over the text in smaller chunks, explaining each part before moving on.

Encourage Speaking: After the class discussion, ask students to describe Ghita's weekend in their own words to practice their speaking.

Interactive: Use the opportunity to ask follow-up questions such as, "What would you do if you were Ghita?" or "How do your weekends compare to Ghita's?"

Visual Aids: You could show pictures of a fish restaurant, park, or swimming pool to make the context clearer.

Aims:

Improve Phonemic Awareness: Students will enhance their ability to identify and pronounce common English sounds (e.g., the sounds in "bike," "five," "slice").

Increase Vocabulary: By associating images with words, learners will reinforce their understanding of vocabulary related to everyday objects and numbers.

Develop Listening Skills: The "Listen, point and repeat" activity encourages active listening and pronunciation practice.

Teaching Methods

Listen, Point, and Repeat: This method is designed for active engagement. Students listen to the teacher's pronunciation and then repeat, focusing on correct sound articulation.

Look and Complete: By filling in missing letters in words like "f_n" and "l_ght," students practice phonics and spelling in a context-driven way, solidifying their learning.

Tips for Teaching

Encourage repetition: Have students repeat the words several times to build confidence in their pronunciation.

Use gestures: For words like "bike" and "kite," teachers can mime the action of riding a bike or flying a kite to make the vocabulary more engaging.

Interactive Activities: Incorporate movements or objects in the classroom that match the vocabulary words to make the learning experience more dynamic.

Correction:

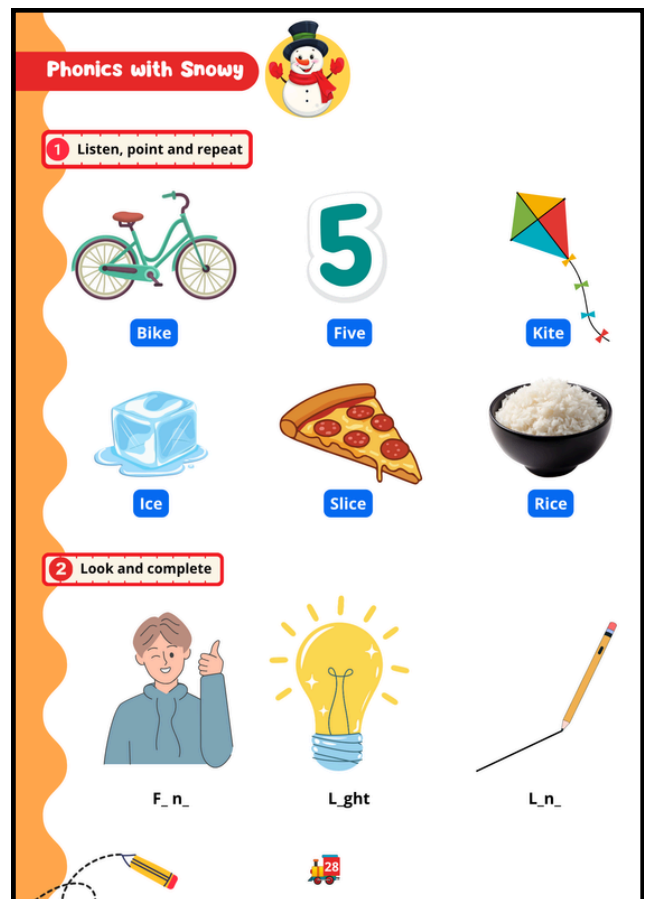
For the look-and-complete section:
"F_n" should be completed as "Fun."
"L_ght" should be completed as "Light."

Assessment

Formative: Observe student pronunciation and participation in the "Listen, Point, and Repeat" activity to assess understanding and correct pronunciation.

Summative: Review the completion of words in the "Look and Complete" section to gauge the students' ability to apply phonics rules in context.

This approach ensures a balanced, interactive, and structured way for students to build foundational language skills.

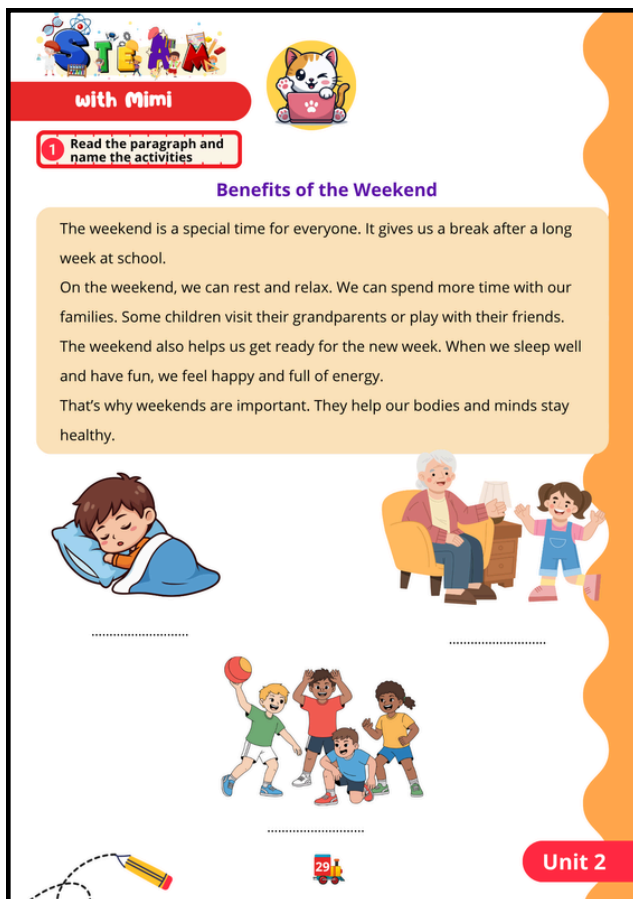


Teaching materials

Illustrated Flashcards: Visual aids such as images of a bike, ice, pizza, and a kite support word recognition and phonics learning.

Printed Activity Sheets: These provide opportunities for learners to practice completing words and identifying objects.

Audio Support: For pronunciation practice, using recordings that students can repeat after will help reinforce sound recognition.



Aims:

Develop Understanding of Weekends' Importance
Students should be able to understand and explain why weekends are essential for physical, mental, and emotional well-being.

Key focus: Rest, relaxation, and preparation for the coming week.

Highlight Weekend Activities

Students should be able to identify various activities that people do over weekends and reflect on the benefits of these activities.

Encourage students to talk about their own weekend experiences and listen to peers' responses, fostering communication in English.

Teaching materials

Materials (Reduced):

- Student's Book
- Illustrations:
 - Child sleeping
 - Children playing sports
 - Family spending time together
 - Children playing with friends
- Activity Sheet:
 - Write or draw weekend activities
 - Match activities with their benefits
- Optional Flashcards:
 - Playing, sleeping, visiting family, etc.

Teaching Methods

Pre-Reading/Engagement Activity:

Begin by asking students, "What do you like to do on weekends?" This helps activate prior knowledge and sets the context.

Show the illustrations to get students excited and curious about the weekend.

Reading Comprehension:

Read the text aloud with students. If possible, ask them to read parts of it in turns to practice pronunciation and fluency.

After reading, ask comprehension questions:

What activities do people do on weekends?

Why is the weekend important?

Activity Identification:

Show the illustrations to the class and have students match the activities shown in the pictures to the text. For example:

The child sleeping corresponds to "resting and relaxing."

The children playing sports match with "feeling full of energy."

Time with grandparents matches with "spending time with family."

Interactive Discussion:

Divide the class into small groups or pairs and let them discuss what they usually do on weekends. Ask them to share their answers with the class afterward.

For example: "On weekends, I play soccer with my friends. I feel very happy when I play because it makes me strong."

Follow-up Vocabulary Practice:

Use the key terms in the text (e.g., relax, grandparents, energy, healthy) and ask students to form their own sentences.

Alternatively, use a vocabulary matching game where students match words to their meanings.

Tips for Teaching

Teaching Tips (Reduced):

- Make It Personal: Ask students about their weekend activities.
- Use Peer Interaction: Let students discuss in pairs or groups.
- Incorporate Movement: Play a classroom game where students find classmates with similar weekend activities.
- Reinforce with Games: Use flashcards, matching activities, or Weekend Bingo.
- Pronunciation Practice: Model difficult words and have students repeat them.

Teaching Methods

1. Write and read:

The second month is: February

The sixth month is: June

Complete with the countries:

He's from: Morocco

She's from: Spain

2. Complete with the countries:

He's from: Morocco

She's from: France

Complete with verbs (have/speak):

I have a dog.

She speaks French.

They have two children.

We speak three languages.

3. Playing activities (using verbs):

Playing football: He plays football.

Playing slide: She slides.

Playing skateboard: He rides a skateboard.

4. Write and match (Personal Preferences):

I like to read and walk with my dog on the weekend.

REVIEW with Logy

1 Complete with the countries



He's from _____ She's from _____ She's from _____

2 Write and read

... The second month is _____

... The sixth month is _____

... March is the _____ month

... August is the _____ month

... September is the _____ month

REVIEW with Logy

3 Look and match



playing football playing slide playing skate board

4 Calculate and write

$39 \cdot 11 =$ _____

$73 \cdot 17 =$ _____

$15 \cdot 45 =$ _____

5 Complete with :
have . speaks . drives . reads

... My sister _____ three languages.

... Ali always _____ short stories at night.

... My mother _____ her car slowly.

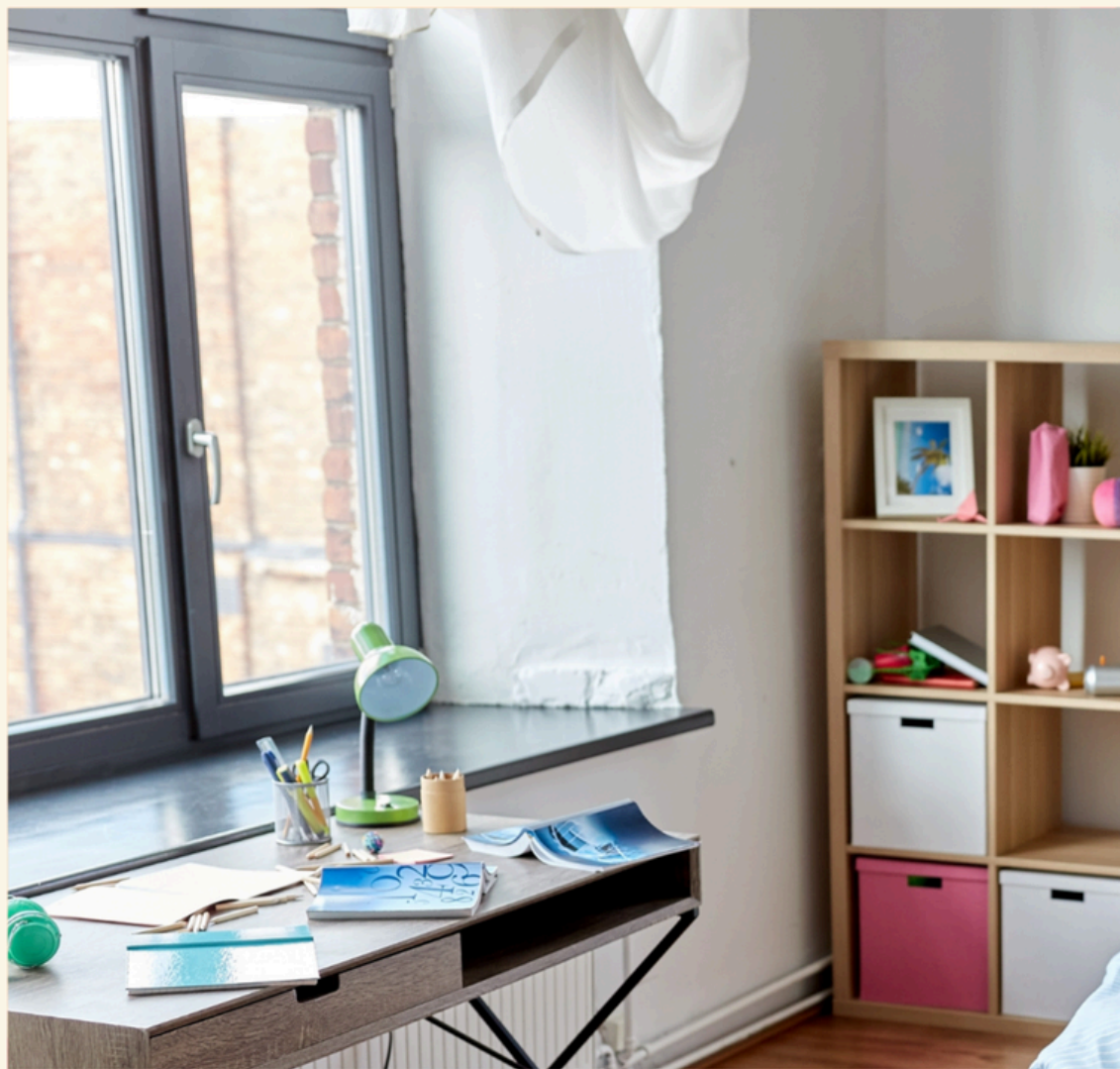
... I _____ good friends at school.



I like to read and walk with my dog on the weekend .

Unit 3

My favourite things



Aims:

Encourage English language learning through fun activities.

Students will be able to express preferences in English by talking about their hobbies, such as reading comics, using gadgets, or playing games.

Enhance speaking and listening skills through participation in interactive lessons.

Support vocabulary development by integrating familiar objects (tablet, comics, stickers, etc.) into language use. Students will acquire relevant vocabulary for daily activities.

Promote active engagement in learning through group work and peer interactions.

Teaching Methods

Interactive Listening and Speaking: Use the "Listen and Repeat" activity (as shown in the image) to help students practice pronunciation and sentence construction. Example: "I like reading comics."

Group Work: Let students discuss their likes and dislikes with partners or in groups, sharing things like gadgets, hobbies, or collections they enjoy.

Task-based Learning: Set tasks that involve using the new vocabulary in a creative way, like drawing or creating posters.

Tips for Teaching

Visual aids: Use images and physical objects to make abstract vocabulary more tangible.

Repetition and Practice: Revisit key vocabulary during the lesson to reinforce retention.

Encourage Peer Interaction: Pair up students for speaking activities to practice their sentences.

Assessment

Formative Assessment:

Observe students' participation in discussions and role-play.

Use checklists or self-assessment tools to see if students can form basic sentences using the new vocabulary.

Summative Assessment:

A simple quiz or a drawing activity where students can write sentences using the target vocabulary: "I like my tablet," etc.

This structure ensures that students not only learn vocabulary but also practice speaking and listening in a meaningful, context-based way.



Teaching materials

Image-based prompts: Use visuals (like the one you uploaded) to introduce new words and objects that the students can relate to.

Flashcards or real objects: Display items like tablets, comics, or stickers to help contextualize the vocabulary.

Storybooks or comics: Reading materials that incorporate the target vocabulary.

2 Read and act the dialogue



Samir : Hi Ali, How are you ?

Ali : I am fine thanks.

Samir : Can we play with our bikes.

Ali : Yes, we can. Let's go.

Samir : Where is your helmet ?

Ali : Oh I forgot it.

Samir : Oh ! It's important to wear it.

3 Look and match

Mp3 player

CD player

Bike





Teaching Methods

Role-play: Students act out the dialogue between Samir and Ali, focusing on pronunciation, intonation, and speaking fluency.

Discussion: After acting out the dialogue, have a class discussion about the importance of wearing a helmet when biking.

Matching Exercise: Students match the items to the correct category (bike, MP3 player, CD player). This reinforces vocabulary related to everyday objects.

Tips for Teaching

Encourage students to use the correct intonation while reading the dialogue, emphasizing the importance of how we speak, not just what we say.

Use realia (real objects) like a helmet or toy bike to make the lesson more interactive.

Reinforce vocabulary by pointing to pictures while saying the words aloud, ensuring students associate the objects with the correct terms.

Correction of the Exercise:

If students struggle with the matching exercise, go over it together. Make sure they understand why the bike corresponds to "bike" and not "CD player."

Clarify any misunderstandings in the dialogue, like the importance of wearing a helmet for safety.

Aims:

To practice reading comprehension through a dialogue.

To encourage students to act out the dialogue, improving speaking skills.

To help students identify items related to the dialogue (bike, helmet).

Teaching materials

The image of the children riding bikes.

The dialogue text between Samir and Ali.

The matching exercise with images of items like a bike, MP3 player, and CD player.

Assessment

Check if students can act out the dialogue with appropriate expression and understanding of the context.

Evaluate students' ability to match the items correctly and recall the vocabulary related to the objects in the exercise.

Aims:

Encourage students to practice reading comprehension.
Help students learn how to complete sentences with appropriate words.
Develop vocabulary related to hobbies and daily activities.

Teaching Methods

Whole class discussion to introduce the topic of hobbies and activities.
Pair work to allow students to work together and fill in the gaps.
Interactive reading: Ask students to read each sentence out loud after completing them.

Tips for Teaching

Ensure that students understand the meaning of words like "photos," "headphones," "computer," and "bicycle."
Encourage students to ask questions about the vocabulary and context if they do not understand any of the words.
Focus on pronunciation by having the students repeat after you.
Correction:
Ben's paragraph: The missing word should be "camera."
Rana's paragraph: The missing word should be "phone" or "device."
Leo's paragraph: The missing words should be "computer" and "projector."
Sami's paragraph: The missing word should be "bicycle."

Assessment

Formative: Ask students to complete a similar exercise at home or in groups.
Summative: Evaluate their understanding through a quick quiz or oral examination.

 **Read, and complete the paragraphs**

Hello, my name is Ben. I am nine years old, I like taking photos. I always take my When I go to the zoo with my family. I have very beautiful photos .



Hi, my name is Rana, I am nine years old. I always listen to music. I download my favourite songs in my, and I listen to them when I am free.



Hello, my name is Leo. I always use my to do homework and write my lessons or search for something. I also use my to make presentation in the classroom.



Hi, I am Sami. I like my too much. I always clean and repair it. I go cycling with my father at the weekend.





Unit 3

Teaching materials

This worksheet (image) is the main teaching material.
Audio (optional) of the sentences for listening practice.
Flashcards or a projector to highlight key vocabulary.



Aims:

To improve their understanding of how weather can influence the choice of activities.

To listen carefully to the audio and identify the weather conditions described.

To understand the context of the weather conditions to fill in the blanks with the correct vocabulary (e.g., "rainy", "sunny").

To practise responding to weather-related questions and complete sentences naturally.

Teaching materials

To effectively conduct this lesson, the following materials are required:

Audio Clip: You need an audio clip that describes various weather conditions (e.g., rainy, sunny, etc.), and the activities that follow based on these conditions (e.g., watching TV, playing outside).

You can either create a custom audio or use an online resource to get the weather-related dialogue.

Worksheet/Handout: The worksheet is already provided, where students will fill in the blanks to complete the sentences based on the weather descriptions.

The sentences focus on activities that are done in specific weather conditions.

You could make copies of this page and distribute them.

Assessment

Formative Assessment (Reduced):

- Check students' answers to the listening activity and their participation during correction.
- Assess their ability to use weather vocabulary correctly.
- Verify if they can match activities with suitable weather conditions.

Teaching Methods

Pre-listening Activity:

Engagement: Start by showing pictures of different weather conditions (e.g., a sunny day, a rainy day) and asking the students what activities they might do in these conditions. This will help activate prior knowledge and get students thinking about the topic.

Vocabulary Review: Go over key vocabulary (e.g., rainy, sunny, DVD, play outside, TV) to ensure that students understand the words they will hear in the audio.

Listening Activity:

Play the audio where the weather conditions and corresponding activities are mentioned. Students should listen carefully to fill in the blanks in the worksheet.

Ensure that they are listening for specific details related to the weather and activities, not just general words.

Post-listening Activity:

Once students have completed their worksheets, go through the answers together. Ask individual students to read out loud their completed sentences.

Correcting Responses: As students present their answers, give gentle corrections and ensure they use the appropriate vocabulary in the correct context. For example, if a student says "It's sunny today, we can play inside", point out the mismatch and ask them to try again with the appropriate activity for sunny weather.

Tips for Teaching

Classroom Dynamics:

Engagement: Keep the lesson engaging by encouraging students to share their own experiences of what they usually do when it's sunny or rainy. For example, ask "What do you like to do when it's sunny?" to encourage speaking practice.

Repetition: If students struggle with listening comprehension, play the audio again, this time allowing them to fill in the blanks as they hear the missing words.

Guided Support:

For beginner students, offer additional support by reading aloud the sentences and filling in one or two blanks together as a class before letting them do the rest on their own.

Differentiation:

For stronger students: Ask them to not only complete the sentences but also create their own sentences using the weather vocabulary and share them with the class.

For weaker students: Focus on making sure they understand the key vocabulary before starting the task, using pictures, flashcards, or realia to help with meaning.

Aims:

Grammar Understanding: Students will grasp the concept of "can" in different contexts, including expressing ability and permission.

Practical Application: Students will be able to use "can" to describe their abilities, what others can do, and to ask questions about abilities.

Teaching Methods

Warm up: Present the positive form of "can" with examples: "I can play the piano," "I can swim."

Contrast with Negative Form: Introduce the negative form: "I can't play football," "I can't go fast," and explain how the word "can't" negates ability.

Question Form: Teach how to form questions with "can" using the sentence: "Can they speak French?"

Interactive Activities:

Fill-in-the-blank exercises: Let students complete sentences using the correct form of "can."

Pair work: Have students ask each other about abilities using "can" and "can't."

Role-play: Students could pretend to be animals with certain abilities and describe them.

Tips for Teaching

Visual Examples: Use animals or characters students are familiar with (as in the image) to make the lesson relatable and engaging.

Real-Life Context: Make sure students relate the use of "can" to their own lives—ask about things they can do or cannot do.

Encourage Use in Conversations: Practice conversational skills where students ask each other about abilities in various scenarios.

Assessment

Informal Observation: Assess students' ability to use "can" correctly in both spoken and written forms during activities.

Written Exercises: Assign a worksheet with fill-in-the-blanks for students to practice "can" in different forms (positive, negative, and interrogative).

Peer Interaction: Observe the clarity and accuracy of the questions and responses during pair work.

This approach will provide comprehensive coverage of how "can" functions in positive, negative, and interrogative forms, supported by interactive teaching methods to reinforce the learning process.

6 Focus and learn

Positive form

I / You / We / They / He / She / It → can

Negative form

I / You / We / They / He / She / It → can't

Interrogative form

Can → I / You / We / They / He / She / It?

Examples :

- _ She **can** play the piano.
- _ He **can't** play football.
- _ **Can** they speak French ?

I **can** fly very high.



I **can** swim.



I **can't** go fast.



Unit 3

Teaching materials

Visual aids: The image is an excellent teaching aid, using animals to demonstrate the practical use of "can" in real-life situations (e.g., the eagle flying, the dolphin swimming, and the turtle's limitations).

Examples: Using the provided examples like "I can fly very high" and "I can't go fast," which will help solidify the grammar structures.

7 Complete with : can _ can't

_ Dogs _____ fly.

_ Turtles _____ swim.

_ I _____ speak English.

_ Children _____ play basketball.

_ Parrot _____ talk.

8 Answer the questions

A: Can you swim in cold weather ?
B: _____

A: Can you speak English ?
B: _____

A: Can you ride a bicycle ?
B: _____

9 Complete with : snake _ bird

The _____ can fly

_ The _____ can crawl

Let's practise.

Aims:

To help students practice the use of "can" and "can't" in different contexts.

To improve students' ability to ask and answer questions in English, focusing on the use of "can" for ability.

To reinforce the understanding of vocabulary related to animals and their abilities.

To encourage students to complete sentences and answer questions using simple present tense structures.

Teaching Methods

Interactive Practice: Engage students in activities where they can physically complete sentences using "can" or "can't". Encourage them to think of other examples based on the sentence structures provided.

Pair Work: Students can practice asking and answering questions in pairs, following the model provided in the image.

Visual Support: Use the animal images as prompts for students to guess what animals can and can't do. This helps reinforce the structure through visual learning.

Clarification and Model Sentences: Before the activity, provide model sentences on the board (e.g., "Turtles can swim" and "Dogs can't fly") to demonstrate correct usage.

Tips for Teaching

Ensure that students understand the basic structure of "can" for ability (e.g., "Can [subject] [verb]?" for questions and "[Subject] can [verb]" for statements). When correcting answers, give students opportunities to self-correct first. For instance, after a mistake, ask them to think about the right structure and reason it out.

To keep students engaged, incorporate movement by having them act out the abilities mentioned (e.g., jumping like a frog or flying like a bird).

Use repetition to reinforce the structure, repeating the same types of sentences but changing the animals.

Correction:

For Activity 7:

Dogs can't fly. (Correct form: can't for things that are impossible for dogs.)

Turtles can swim. (Correct form: can for things that turtles are capable of doing.)

I can speak English. (Correct form: can for personal ability.)

Children can play basketball. (Correct form: can for abilities of people.)

Parrot can talk. (Correct form: can for abilities of animals, e.g., parrots can mimic human speech.)

For Activity 8 (answering questions):

A: Can you swim in cold weather? B: Yes, I can. / No, I can't.

A: Can you speak English? B: Yes, I can. / No, I can't.

A: Can you ride a bicycle? B: Yes, I can. / No, I can't.

For Activity 9 (using "snake" and "bird"):

The bird can fly.

The snake can crawl.

Aims:

Develop reading comprehension skills: Students will learn to extract specific information from a text.

Practice question answering: Students will practice responding to questions based on a passage.

Improve vocabulary: Students will learn new words, especially related to hobbies and interests (e.g., comic books, toys, etc.).

Teaching Methods

Reading aloud: Read the passage aloud to the class to improve fluency and pronunciation.

Question and answer: Have students answer the questions based on the text, promoting comprehension.

Group discussion: Discuss why reading comic books might be important, and connect it to the broader theme of reading for knowledge.

Tips for Teaching

Encourage detailed answers: Guide students to refer directly to the passage for their answers.

Clarify vocabulary: Discuss the meanings of words like "comic books" or "interesting" to ensure understanding.

Make connections: Ask students about their favorite hobbies to make the lesson more engaging.

Correction:

If students provide incomplete answers, refer them back to the text, encouraging them to identify specific information that answers the questions fully.

Make sure that students understand the difference between general interests (e.g., playing with toys, watching TV) and the specific activity Dina prefers (reading comic books).

Assessment

Assess comprehension by checking if students can correctly identify details from the passage.

Monitor participation during the group discussion to evaluate students' understanding of the content.

10 Read and answer the questions

Dina Loves Reading

Hello, my name is Dina. I am nine years old. I am a student in New bridge school in Casablanca.

I like to do many things in my free time, I play with my toys or I watch TV. But, I like reading comic books, they are very interesting. I learn many things and I take a lot of new words. Reading is very good for our minds. My father always buys me comic books and I feel so happy when I start reading new ones.



1_ How old is Dina ?

.....

2_ What is her school's name ?

.....

3_ What does she prefer to do in her free time ?

.....

4_ Who buys her comic books ?

.....



Unit 3

Teaching materials

Text passage: "Dina Loves Reading" which provides information about Dina's hobbies and interests.

Questions: To guide students in extracting specific information from the passage.



Aims:

- Develop understanding of phonics and word formation.
- Enhance vocabulary related to everyday objects and concepts.
- Improve pronunciation and recognition of sounds.

Teaching materials

- Phonics flashcards with words and pictures.
- A workbook or printable with exercises, such as the one you uploaded.
- A board or interactive display for writing and drawing.

Assessment

- Informal observation: Monitor student participation and pronunciation during activities.
- Formal assessment: Review the completed workbook pages for accuracy.

Teaching Methods

- Modeling: First, model the pronunciation of words like "artist" and "arm."
- Repetition: Use the "Listen, point, and repeat" approach to reinforce sounds.
- Matching: Ask students to match the word to the corresponding picture for visual association.

Tips for Teaching

- Use gestures to emphasize the meaning of words, like raising an arm for "arm."
- Encourage students to say the words aloud after you.
- Provide praise for participation, even if the pronunciation isn't perfect.
- Correction
 - Gently correct mispronunciations by repeating the word and having the student try again.
 - For written exercises, gently guide them to fill in the correct missing letters.

Aims:

Understand the importance of helmet safety when riding a bicycle, scooter, or skateboard.

Learn how to properly wear a helmet to ensure maximum protection.

Enhance students' comprehension of safety practices related to helmets through reading and visual aids.

Teaching Methods

Reading comprehension: Start with reading the text aloud or silently and ask students to identify key points.

Interactive discussion: Engage students by asking questions about why wearing a helmet is important and how to wear it properly.

Demonstration: Use a helmet and show how to adjust it correctly, referring to the instructions in the text.

Tips for Teaching

Encourage students to apply the knowledge by demonstrating how to wear a helmet.

Use the illustrations to explain the importance of adjusting the helmet properly, referring to the text and images as visual support.

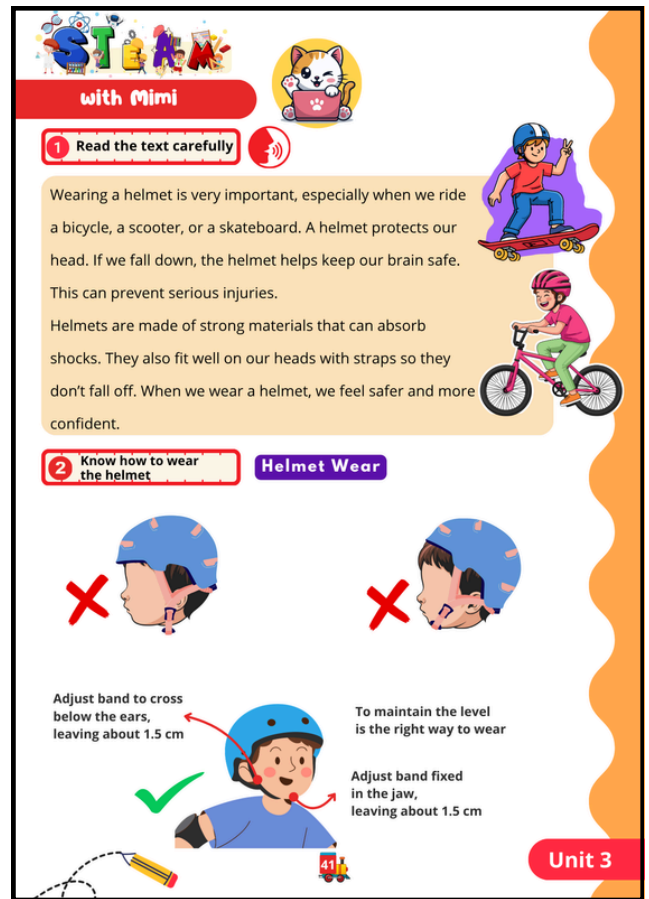
Create a quick quiz or class activity to assess whether students can correctly identify the appropriate helmet fit.

Assessment

Observation: During the demonstration, observe whether students are able to wear helmets correctly and follow the adjustments.

Quiz: Have students answer questions about helmet safety and how to wear the helmet properly based on the text.

Class discussion: Ask students to explain why the helmet safety steps are important.



Teaching materials

Visual aids (images of the correct and incorrect helmet wear).

Text providing details about helmet safety.

Interactive content to allow students to practice identifying correct and incorrect helmet placement.

Unit 4

I'm happy



Aims:

- To help students understand the key concepts in [subject].
- To develop critical thinking and problem-solving skills through practical exercises.
- To enable students to apply learned knowledge in real-world scenarios.

Teaching Methods

Overview of Different Methods:

Lecture: Direct instruction where the teacher provides information and explains concepts.

Discussion: Group or class discussions to encourage critical thinking and peer interaction.

Interactive Activities: Activities such as group work, role play, or hands-on experiments.

Flipped Classroom: Assigning material for self-study and using class time for applying concepts.

How to Apply Each Method:

Tips for effectively using each teaching method and when to apply it.

Adaptive Methods: How to adjust teaching styles for diverse learners, including those with special needs or varying learning speeds.

Tips for Teaching

Classroom Management:

Tips for maintaining a positive and productive learning environment.

Strategies for dealing with difficult behavior, keeping students engaged, and ensuring participation.

Engagement Techniques:

How to capture students' attention at the start of each lesson (e.g., interesting facts, questions, or multimedia).

Incorporating humor, real-world connections, and relevant examples.

Differentiation:

How to modify lessons to meet the needs of all students.

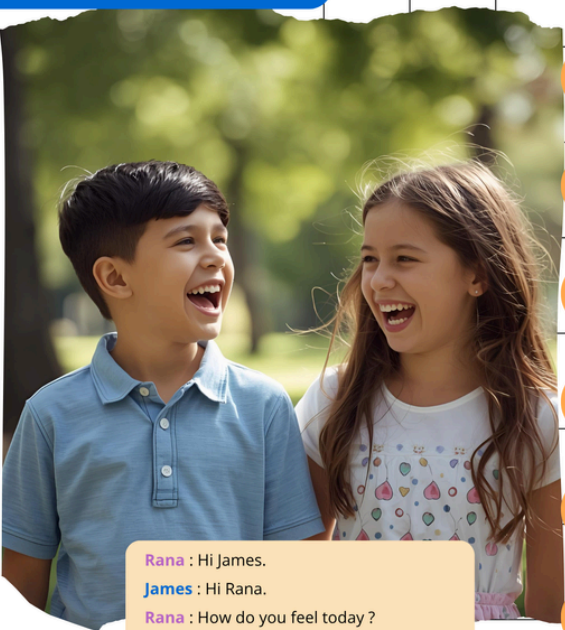
Providing extra support for students who struggle and offering advanced tasks for those who excel.

_ Use clear, positive reinforcement when students participate.

_ Keep the lesson dynamic with regular student interactions.

_ Provide concise feedback after activities to guide improvement.

1 Listen and read, then act out



Rana : Hi James.

James : Hi Rana.

Rana : How do you feel today ?

James : I am very happy today.

Rana : That's good ! Why ?

James : I got a good mark.

Rana : Congratulations.

James : Thank you !

Unit 4

Teaching materials

List the materials needed for each lesson (e.g., textbooks, visual aids, technology, worksheets).

Supplementary Resources:

Books, articles, or online resources that provide additional depth.

Equipment or technology like projectors, tablets, or learning apps.

Technology: Interactive whiteboard or educational software for online quizzes

Assessment

Types of Assessments:

Formative Assessments: Ongoing checks during the lesson (e.g., quizzes, observations, in-class tasks).

Summative Assessments: End-of-unit tests, projects, or final exams.

Peer Assessment: Allowing students to assess each other's work to encourage reflective learning.

Assessment Strategies:

How to design assessments that truly reflect student understanding.

How to use rubrics and clear grading criteria to maintain fairness.



Teaching Methods

Definition: This outlines the pedagogical approaches and strategies you plan to use in the lesson.

Key Elements:

Direct Instruction: If you'll be explaining concepts or demonstrating a skill.

Collaborative Learning: Group activities, peer work.

Inquiry-Based Learning: Encouraging students to ask questions and explore on their own.

Task-Based Learning: Focuses on completing a specific task (e.g., drawing or role-playing emotions).

Gamification: Incorporating games or quizzes to make learning fun.

Example:

"Students will participate in a role-playing activity where they act out different emotions, while others guess the emotion being portrayed."

"The teacher will show a video, and then the students will discuss how the emotions in the video are expressed."

Tips for Teaching

Classroom Management: Tips on keeping students engaged and managing difficult situations.

Student Motivation: Strategies for keeping students interested and excited about the lesson.

Differentiation: Tips for catering to students with different learning speeds or needs.

Potential Challenges: Anticipate any potential issues that may arise and suggest solutions.

Example:

"Use clear, simple language when explaining emotions. If some students struggle with the vocabulary, use visual aids or simple gestures to reinforce meaning."

"If students are shy about role-playing, pair them with a friend to build their confidence."

Aims:

To describe the different emotions through visual cues."

to express their emotions verbally and identify corresponding visuals using vocabulary related to feelings."

Teaching materials

Textbooks: List the pages or chapters of the textbook.

Visual Aids: Include images, flashcards, posters, charts.

Digital Tools: Mention any apps, websites, or software you plan to use.

Hands-on Materials: Anything physical like models, real objects, or instruments used for demonstration.

Flashcards with emotions (happy, sad, angry, etc.)

A short video illustrating feelings.

Worksheets for matching emotions with actions.

Assessment

Formative Assessment: Ongoing checks during the lesson to monitor student progress. For example, asking questions, reviewing exercises, or group discussions.

Summative Assessment: An evaluation at the end of the lesson, such as a quiz, project, or presentation.

Peer Assessment: Students assess each other's work or contributions.

Aims:

Learning Objectives: Clear, measurable objectives that state what students should know or be able to do. These are often framed using action verbs (e.g., identify, explain, demonstrate).

Skills Development: Focus on the skills that students will develop (e.g., critical thinking, problem-solving, teamwork).

Knowledge Acquisition: What content knowledge will be covered (e.g., understanding a particular concept or mastering a skill).

Example: "By the end of the lesson, students will be able to explain the process of photosynthesis and identify its key components."

Teaching Methods

Direct Instruction: When the teacher provides explicit teaching on a concept (e.g., explaining a process step-by-step).

Discussion-Based Learning: When students participate in group discussions to explore ideas and concepts.

Inquiry-Based Learning: Encouraging students to ask questions and explore topics on their own, promoting critical thinking.

Collaborative Learning: Students work together in pairs or small groups to complete a task or solve a problem.

Hands-on Activities: Activities that involve students physically engaging with learning material (e.g., science experiments, role-playing).

Scaffolding: Providing support to students in the form of hints or guidelines, which are gradually reduced as students gain confidence.

Example: "Begin with a brief lecture on photosynthesis (Direct Instruction), followed by a hands-on experiment to observe plant growth (Hands-on Activity)."

Tips for Teaching

Classroom Management: Guidance on keeping students engaged and ensuring smooth transitions between activities.

Example: "Use a bell to signal the end of one activity and the start of the next."

Engagement Strategies: Techniques to keep students interested and motivated (e.g., asking open-ended questions, using multimedia).

Differentiation: Tips for addressing the varied learning needs of students, such as providing extra support for struggling learners or extending challenges for advanced learners.

Effective Questioning: Ideas for asking questions that stimulate critical thinking and deeper understanding.

4 Read and write



I feel happy when :



I feel sad when :

5 Listen and complete.



How do you feel ?
How Do You Feel Today?
I feel _____
I feel sad
I feel tired
I feel mad
I feel excited
I feel _____
How are you today?
Are you happy?
Are you _____
Are you tired?
Are you mad?
Are you excited?
Are you glad?
How are you _____?
How do you feel today?
I feel happy
I feel sad
I feel _____ tired
I feel mad

I feel excited
I feel glad
How are you today
Are you happy?
_____ you sad?
Are you tired?
Are you mad?
Are you excited?
Are you glad?
How are you today
Show me your happy face
Happy, happy, happy, happy
Show me your sad _____
Sad, sad, sad, sad
Show me your tired face
Tired, tired, tired, tired
Show me your mad face
Mad, mad, mad, mad
_____ me your excited face,
Excited, excited, excited, excited
Show me your glad face
Glad, glad, glad, _____



Unit 4

Teaching materials

Resources (Reduced):

- Textbook/Worksheet: Lesson text and activities.
- Digital Tools: Educational videos or online activities.
- Visual Aids: Pictures, charts, and flashcards.
- Handouts: Worksheets and exercises.

Example: PowerPoint presentation, student worksheet, and educational video.

Assessment

Formative Assessment: Ongoing assessments to gauge student understanding during the lesson.

These can include:

Quizzes, polls, or short-answer questions to check comprehension.

Observations of group work or class discussions.
Example: "Ask students to draw a diagram of the photosynthesis process and label its components."

Summative Assessment: A final assessment, often at the end of the unit or lesson, to evaluate the overall understanding.

6 Look and write these words Happy _ excited _ Tired _ unhappy

Dina and her children are at home.

She looks _____ and

_____.

Her son Sami looks so _____

and her little daughter is so

_____.



7 Read and say

How do you feel today ?

I feel so happy



Aims:

Pupils will be able to recognize and express feelings using adjectives like 'happy,' 'tired,' 'excited,' and 'unhappy.'

Pupils will be able to use adjectives in full sentences to describe emotions."

Teaching materials

Textbooks: List any textbooks or reading materials that are required for the lesson.

Visual Aids: Provide references to any images, flashcards, or multimedia to help students engage with the material.

Worksheets/Handouts: Mention any supplementary materials, including worksheets that help reinforce the lesson.

Teaching Methods

Direct Instruction: Provide clear explanations about new vocabulary and concepts.

Group Work: Encourage pair or group work where students can practice the new material in a collaborative environment.

Role Play: Have students take turns in conversations, using expressions and feelings in context.

Interactive Games: Use games like "feelings charades" or "emotion flashcards" to reinforce vocabulary.

Guided Practice: Walk the students through examples and practice exercises.

Tips for Teaching

Engage Students: Begin the lesson with a relatable question or a fun activity (e.g., "How do you feel today?").

Visuals for Clarity: Use pictures or drawings to help explain the meaning of emotions.

Provide Examples: Use clear and simple sentences to demonstrate how the words are used in context.

Check for Understanding: Regularly ask students questions or have them answer in complete sentences to ensure they understand.

Assessment

Formative Assessment: Use quizzes, group activities, and questions during the lesson to gauge understanding.

Summative Assessment: Conduct a short test or project at the end of the unit to evaluate long-term comprehension.

Peer Evaluation: Allow students to assess each other's use of the language during interactive activities.

Aims:

This section defines the specific learning objectives of the lesson. It's what the teacher intends the students to achieve by the end of the session. For example, "Students will be able to explain the basic principles of photosynthesis."

Teaching Methods

Direct instruction (teacher explains concepts)

Collaborative learning (group work)

Interactive activities (hands-on experiments)

Discussion (Q&A, group conversations)

Independent work (student worksheets, individual projects).

Example: "The lesson will begin with a 10-minute lecture, followed by a group activity."

Tips for Teaching

This section offers advice and strategies for effectively delivering the lesson. It might include ways to engage students, suggestions for differentiating instruction, or tips on managing classroom behavior. For instance, "To ensure active participation, ask open-ended questions frequently and encourage group discussions."

Assessment

This section outlines how students' understanding will be evaluated. This could be through informal checks for understanding during the lesson (e.g., asking questions) or formal assessments (e.g., quizzes, assignments).

For example, "At the end of the lesson, students will complete a brief quiz on the key concepts discussed."

8 Read and act out

Ben in the kitchen

Mother : why are you in the kitchen ?
Ben : I feel hungry mum.
Mother : Ok. I can cook something for you.
Ben : No problem mum. I am making omelette. That's all.
Mother : Ok. You can take juice in the fridge.
Ben : Thanks mum.



Read again and complete these sentences

_ Ben is _____ he wants to eat something.

_ He is making _____

_ There is _____ in the fridge



Unit 4

Teaching materials

Textbooks

Multimedia resources

Handouts

PowerPoint slides

A whiteboard

Markers

Handouts with key terms



Teaching Methods

Visual Learning:

Display food and activity images to introduce vocabulary and stimulate student interest.

Use the images to start a class discussion: "When you're hungry, what do you want to eat?" "What do you like to do when you're bored?"

Interactive Activities:

Circle the Items: Ask students to look at the pictures and circle the food items or activities they like.

Encourage them to share their choices with the class.

Pair/Group Work: Have students pair up or form small groups to discuss their choices and compare them with others. This will enhance speaking and listening skills.

Role-Play: Role-playing scenarios like "You are hungry, what do you want to eat?" will give students practical language experience.

Demonstrations: Demonstrate how to use the vocabulary in a sentence. For example: "When I'm hungry, I like to eat pizza," and ask the students to repeat after you.

Aims:

Learning Objectives (Reduced):

- Make choices based on personal preferences.
- Learn vocabulary related to food, activities, and feelings.
- Understand options available when feeling hungry or bored.
- Express likes, dislikes, and preferences using simple English.

Teaching materials

Food Pictures

Images of different leisure activities, like playing games, reading, watching TV, etc.

A worksheet with images of food and activities for students to circle or select. The worksheet could include sections with prompts like "What do you like to eat when you're hungry?" or "What do you do when you're bored?"

Flashcards to introduce new vocabulary (e.g., pizza, fruit, video games, TV).

Assessment

Observational Assessment:

During discussions and interactive activities, assess students' ability to express their preferences and opinions. Note how well students can use the target vocabulary and whether they can form sentences using new words.

Worksheet Review:

After completing the worksheet, review students' answers. Check if they can clearly express their choices, both verbally and on paper.

Provide feedback on their responses, helping them improve their sentence structure and vocabulary.

Tips for Teaching

Make sure students understand what they need to do with the worksheets. Use simple language and demonstrate how to circle or select the items.

Use the 'I like/I don't like' Structure: Encourage students to speak in complete sentences. For example: "I like pizza," or "I don't like broccoli."

Encourage Personal Expression: Ask students to share why they like or dislike certain foods or activities. This will help them form more complex sentences and practice conversational English.

Keep it Fun: Incorporate playful activities and games like "Food Bingo" or "Activity Charades" to keep the lesson engaging.

Aims:

To introduce and practice the use of object pronouns (me, you, him, her, it, us, them) in sentences.
To identify object pronouns and correctly use them to complete sentences.

Teaching Methods

Introduction:

Start by explaining what object pronouns are and how they are used to replace nouns in sentences. Show the diagram of object pronouns and explain each one with simple examples.

Guided Practice:

Use the sentences in the worksheet (like the ones in the image) to practice together.

Read the sentences aloud, ask students to fill in the correct object pronouns, and provide feedback.

Independent Practice:

Ask students to complete additional sentences using object pronouns on their own.

Circulate the classroom and offer individual assistance if needed.

Review and Feedback:

Review the answers with the class, explaining any mistakes, and answer any questions they may have.

Tips for Teaching

Use Visual Aids: Create visual aids such as flashcards to help students match object pronouns with images of people or objects.

Interactive Games: To make learning fun, incorporate games like "Pronoun Bingo" or "Pronoun Race" to encourage active participation.

Real-Life Examples: Provide students with real-life scenarios to help them see how object pronouns are used in conversation.

Assessment

Formative Assessment: Observe students during the independent practice phase and provide immediate feedback on their use of object pronouns.

Summative Assessment: At the end of the lesson, have students complete a short quiz where they must fill in the correct object pronoun in a set of sentences. This will assess their understanding of the topic.

11 Focus and learn

A diagram with 'Object pronouns' in a central box. Seven arrows point from this box to seven separate boxes below it, each containing one of the object pronouns: me, you, him, her, it, us, and them.

12 Complete the sentences with the right object pronoun

_ Our teacher gives _____ homework every week.

_ She's my friend Hajar, I love _____

_ My cat is so cute, I play with _____ every time.

_ I tell _____ to do your homework.

_ Sami's father always helps _____ with his homework.

_ Can you give _____ your pen, please ?

Unit 4

Teaching materials

A workbook or printed worksheet with sentences to complete using the correct object pronouns (as shown in the picture).

Flashcards with object pronouns.

Interactive whiteboard or a projector for sentence examples and practice.



Aims:

To recognize and pronounce sounds accurately, enabling them to form words and improve their reading and speaking skills.

Specific Skills to Develop:

Recognize specific phonetic sounds (like "ee" in bee, "ea" in leaf).

Understand and apply these sounds to words.

Build confidence in speaking and associating sounds with visual images.

Teaching materials

Resources (Reduced):

- Visual Flashcards: Images of objects (tree, bee, leaf) linked to their sounds.
- Phonics Worksheets: Matching words to pictures and completing missing letters/sounds.

Assessment

Pronunciation Check: Assess students' ability to pronounce the words correctly. Ask them to repeat words after you and listen for accuracy in sound.

Image-Word Recognition: Ensure that students can identify the image associated with the word. You can point to a picture and ask them to say the word.

Completion Exercises: Provide worksheets where students fill in missing letters in words or match words with pictures, and assess their understanding of phonetic rules.

Teaching Methods

Interactive Methods:

Listen, Point, and Repeat: Students listen to the teacher pronounce the words and then point to the corresponding image. They repeat the words after the teacher to practice their pronunciation.

Matching: Have students match words with the corresponding images on the board or on a worksheet.

Games & Activities:

Phonetic bingo (students match words they hear to images on their card).

Flashcard races, where students quickly identify the word after hearing the sound.

Drilling and Repetition: The teacher emphasizes repetitive practice to solidify the students' recall of sounds and words.

Tips for Teaching

Ensure all students actively participate by asking them to come up to the board to point at the pictures and say the words aloud.

Gently correct mispronunciations by breaking down the sounds and encouraging students to listen closely to the teacher's pronunciation.

Always pair sounds with pictures, as this helps visual learners and supports memory retention.

Reward correct pronunciation and effort to keep students motivated. Praise them for participating, even if they make mistakes.

Use different materials (flashcards, worksheets, games) to keep the class engaging.

Aims:

To help students understand the appropriate and inappropriate behaviors when feeling angry.
To ensure students grasp how to manage their emotions and recognize the actions they should avoid, such as hitting, shouting, or breaking things.

Teaching Methods

Interactive Discussion: Engage students in a class discussion about emotions and how to express anger appropriately. Ask them questions like, "What should we do when we feel angry?"

Role Play: Have students act out different scenarios in which they display anger and discuss the outcomes (e.g., shouting vs. talking calmly).

Group Work: Put students in small groups to talk about how they feel when they get angry and share strategies for managing their anger.

Tips for Teaching

Praise students when they identify correct behaviors in the pictures or in role-playing scenarios.

Be Patient and Supportive: Some students may find it difficult to express their emotions. Be ready to offer alternative ways of coping.

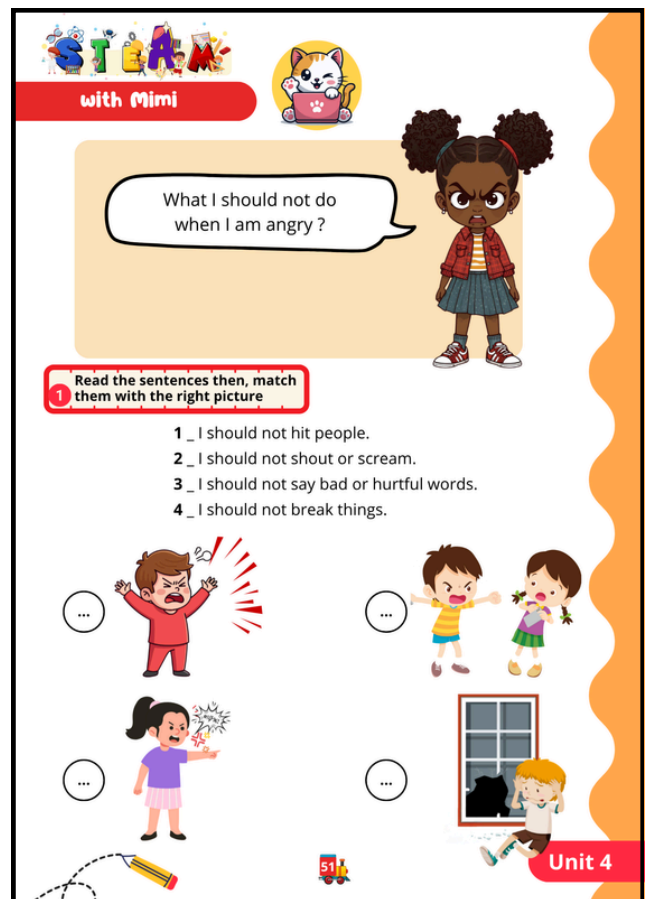
Have students imagine how others might feel if they hit, shout, or say hurtful things. Use the visuals to create an emotional connection.

Assessment

Formative: As you go through the material, check for understanding by asking students to match sentences with the right pictures.

Summative: At the end of the lesson, ask students to write a short paragraph explaining what they should not do when angry and why these behaviors are harmful.

Peer Assessment: During role play, let students assess each other's actions and provide feedback.

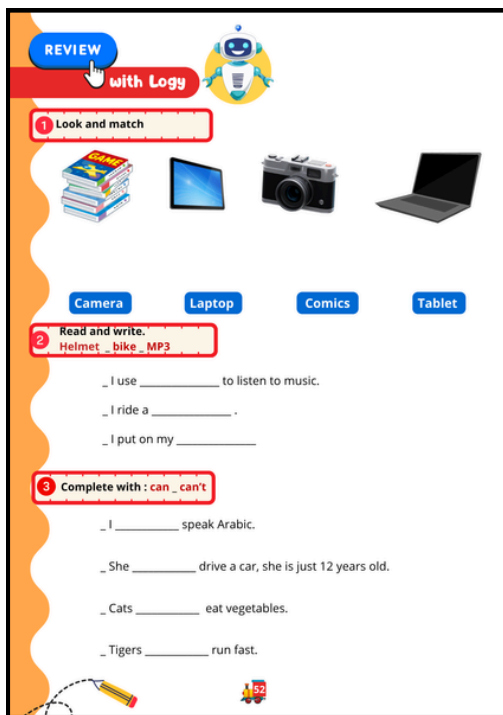


Teaching materials

Picture Cards: Use the images in the book to visually demonstrate actions associated with anger (hitting, shouting, saying hurtful words, etc.).

Flashcards: Create flashcards with sentences (e.g., "I should not hit people") and matching pictures for students to identify the correct visual representation of the behavior.

Worksheet: Provide a worksheet where students match sentences with the corresponding images from the book.



Teaching Methods

The aims of the activities based on the image you shared might include the following:

Developing Vocabulary:

To expand students' vocabulary through context-based exercises, such as matching objects to their uses or functions (camera, laptop, comics, etc.).

Grammar Practice:

To practice using can and can't in sentences to express ability or inability, helping students improve their understanding of modal verbs.

Expressing Emotions:

To encourage students to describe their feelings using appropriate vocabulary. This builds their ability to express personal emotions and improves emotional intelligence in language learning.

Encouraging Reading and Writing:

The activities may also focus on improving reading comprehension and writing skills. Students will be able to interpret instructions, complete sentences, and form coherent ideas.

Promoting Critical Thinking:

Exercises like "Look and Match" engage students in thinking critically about how words relate to their functions, fostering a deeper understanding of vocabulary use and sentence structure.

These aims encourage a well-rounded approach to language learning, focusing on vocabulary, grammar, emotional expression, and critical thinking.

Answers to the exercises.

Exercise 1: Look and match

Camera – I use a camera to take pictures.

Laptop – I use a laptop to write reports.

Comics – I read comics for fun.

Tablet – I use a tablet to read e-books.

Exercise 2: Complete with can / can't

I can speak English.

She can't speak Arabic.

I can ride a bike.

I can't play tennis.

He can run fast.

They can't eat vegetables.

Exercise 3:

I feel happy.

I feel nervous.

I feel tired.

I feel excited.

Unit 5

I'm sick





Aims:

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

- Understand a short dialogue about illness and medicine.
- Use simple expressions such as:
- What's the matter with you?
- I've got a bad cough.
- You will be fine.
- Identify common health problems, especially cough and cold.
- Practise asking and answering about health.
- Act out the dialogue with correct pronunciation and intonation.
- Show sympathy and give simple advice politely.

Teaching materials

- Pupil's book / textbook page
- Picture of the father and son
- Flashcards about illness: cough, cold, fever, headache
- Board and markers
- Word cards / sentence strips
- Real objects or pictures: medicine, glass of water, tissues
- Audio recording, if available

Teaching Methods

- Picture-based discussion
- Question and answer
- Repetition and drilling
- Role-play
- Pair work
- Acting out
- Guided reading
- Communicative approach

Tips for Teaching

- Start by asking pupils to look at the picture and guess what is happening.
- Use gestures to explain words like cough, cold, and medicine.
- Drill difficult sentences slowly, then naturally.
- Encourage pupils to use facial expressions when acting.
- Correct pronunciation gently without interrupting too much.
- Let pupils practise in pairs before performing in front of the class.
- Praise pupils for speaking, even if they make small mistakes.
- Remind pupils to say please and thank you when giving advice.

Assessment

- The teacher can assess pupils through:
- Asking simple questions about the picture:
- Who is sick?
- What has the father got?
- What does the son give him?
- Listening to pupils while they read the dialogue.
- Checking pronunciation and fluency during role-play.
- Asking pupils to complete sentences, for example:
- I've got a bad __.
- Take this __.
- You will be __.
- Observing if pupils can use the expressions in a new short dialogue.

Aims:

By the end of the lesson, pupils will be able to:
Recognise and name common illnesses: fever, cold, headache, cough.

Use the structure: I have a ...

Understand and act out a short dialogue:

I have a fever, Mum.

Don't worry, my son. You will be better.

Improve pronunciation and speaking confidence.

Match pictures with the correct illness.

Teaching Methods

Presentation: show the pictures and introduce the new words.

Repetition drill: pupils repeat after the teacher.

Question and answer:

What's the matter?

I have a cough.

Role play: pupils act the dialogue in pairs.

Picture matching: pupils match each illness with the correct picture.

Acting game: one pupil acts an illness, others guess.



Teaching materials

Pupil's book / picture page

Flashcards: fever, cold, headache, cough

Board and markers

Real objects or pictures: thermometer, tissue, medicine spoon

Audio recording, if available

Worksheets for matching or filling in blanks

Tips for Teaching

Use gestures to show each illness clearly.

Speak slowly and pronounce the words clearly.

Encourage pupils to repeat in groups, then individually.

Correct mistakes gently.

Use praise to motivate shy pupils.

Keep the lesson active with actions and role play.

Explain that in British English we often say I have a temperature, but the book uses I have a fever.

Assessment

The teacher can assess pupils through:

Listening: pupils point to the correct picture when they hear the word.

Speaking: pupils say sentences using I have a ...

Reading: pupils read the sentences from the book.

Acting: pupils perform the dialogue correctly.

Written task: pupils complete sentences, for example:

I have a __.

I have a __.

Matching task: pupils match illnesses with pictures.

4 Read and put in order

___ No, I don't feel fine.
 1 Are you ok ?
 ___ What's the matter with you ?
 ___ I am sick because I have a cold.
 ___ Yes please thank you.
 ___ do you need some medicine ?

5 Look and write the body parts

eye -leg- arm- toe -hair -ear -foot -hand -mouth- finger

Unit 5

Aims:

By the end of the lesson, pupils should be able to:
 Name basic body parts: eye, ear, hair, mouth, arm, hand, finger, leg, foot, toe.
 Ask and answer about health: Are you OK? / What's the matter with you?
 Use simple illness expressions: I don't feel fine. / I have a cold.
 Put a short dialogue in the correct order.
 Label body parts correctly.

Teaching materials

Pupil's book / workbook page
 Flashcards of body parts
 Picture of a child/body outline
 Board and markers
 Word cards
 Audio or teacher's voice for pronunciation practice

Assessment

Ask pupils to point to body parts when you say the words.
 Give pupils a quick oral quiz: Where is your eye?
 Where is your foot?
 Ask pupils to act out the dialogue in pairs.

Teaching Methods

Presentation: Introduce body parts using pictures and gestures.
 Drilling: Pupils repeat the words after the teacher.
 Total Physical Response: Teacher says a body part and pupils touch it.
 Pair work: Pupils practise the dialogue in pairs.
 Guided practice: Pupils complete the ordering and labelling exercises.

Tips for Teaching

Use gestures: point to your eye, ear, mouth, arm, etc.
 Correct pronunciation gently, especially mouth, hair, ear, and toe.

Encourage pupils to answer in full sentences.
 Use short questions: Are you OK? / What's the matter?
 Make pupils practise the dialogue orally before writing.
 Answers

Exercise 4: Read and put in order
 Are you OK?

No, I don't feel fine.

What's the matter with you?

I am sick because I have a cold.

Do you need some medicine?

Yes, please. Thank you.

Exercise 5: Body parts

Left boxes, from top to bottom:

hair

eye

arm

leg

toe

Right boxes, from top to bottom:

hair / head area

ear

mouth

finger

foot

For the top-right arrow, the picture seems to point to the hair/head area, but since head is not in the word list, use hair.

Aims:

Learning Objectives (Reduced):

- Name body parts: heart, lungs, skin, feet.
- Describe their functions simply.
- Read and repeat short sentences correctly.
- Ask and answer simple questions about body parts.
- Perform a short dialogue in pairs.

Teaching Methods

Presentation: The teacher shows the picture and introduces the words.

Repetition: Pupils listen and repeat the sentences.

Question and answer: The teacher asks simple questions and pupils answer.

Role-play: Pupils act out the dialogue in pairs.

Total Physical Response: Pupils point to their heart, lungs, skin and feet while speaking.

Pair work: Pupils practise asking and answering questions together.



Tips for Teaching

Use gestures to make the meaning clear.

Point to each picture while saying the sentence.

Drill pronunciation, especially: heart, lungs, blood, breathe, protects.

Encourage pupils to speak in full sentences.

Give shy pupils easier roles first.

Correct mistakes gently and repeat the correct form.

Use fun actions to help pupils remember the functions.

Keep the lesson active and simple.

Assessment

The teacher can assess pupils by checking if they can:

Identify the body parts and organs in the picture.

Match each body part or organ with its function.

Repeat the sentences with correct pronunciation.

Answer simple questions, such as:

What does the heart do?

What do the lungs help us do?

What does the skin do?

Act out the dialogue with a partner.

Complete a short matching or fill-in exercise.

Teaching materials

Pupil's book page / picture

Flashcards of body parts and organs

Board and markers

Real objects or pictures related to the body

Audio recording, if available

Worksheets or matching cards

Stickers or stars for encouragement



8
Listen and complete.

What's the matter ?
A runny nose
I have a _____
What's the matter ?
A cough
I have a _____
What's the matter ?
A sore throat
I have a _____

What's the matter ?
A toothache
I have a _____
A stomachache
I have a _____
What's the matter ?
A headache
I have a _____



9
Look and write












Unit 5

Aims:

By the end of the lesson, pupils will be able to:
Name common illnesses: a runny nose, a cough, a sore throat, a toothache, a stomachache, a headache.
Ask and answer: What's the matter? — I have a...
Match pictures with the correct illness.
Complete short sentences correctly.
Practise speaking politely about health problems.

Teaching materials

Pupil's book page.
Flashcards or pictures of illnesses.
Board and markers.
Audio recording, if available.
Small cards for pair work.
Real objects if possible: tissue, scarf, medicine box picture, thermometer.

Teaching Methods

Presentation: Show pictures and introduce the illness words.
Repetition: Pupils repeat the words after the teacher.
Question and answer practice:
Teacher: What's the matter?
Pupil: I have a cough.
Pair work: Pupils ask and answer in pairs.
Look and write: Pupils write the illness under each picture.
Listen and complete: Pupils listen and fill in the missing words.

Tips for Teaching

Use gestures to help pupils understand: hold your head for headache, stomach for stomachache, throat for sore throat.
Drill pronunciation carefully, especially: toothache, stomachache, headache.
Remind pupils to use a before the illness:
I have a cough.
I have a headache.
Encourage pupils to speak in full sentences, not only one word.
Give weaker pupils word cards to choose from.
Answers
Exercise 8: Listen and complete
I have a runny nose.
I have a cough.
I have a sore throat.
I have a toothache.
I have a stomachache.
I have a headache.
Exercise 9: Look and write
A runny nose
A sore throat
A stomachache

Assessment

The teacher can assess pupils by checking if they can:
Pronounce the illness words correctly.
Complete the sentences with the correct illness.
Match each picture to the correct word.
Ask and answer using: What's the matter? — I have a...
Work correctly during pair activities.

Aims:

Learning Objectives (Reduced):

- Recognise the present continuous tense.
- Use short forms correctly (he's, she's, they're).
- Use negative forms correctly (isn't / aren't).
- Describe actions happening now using pictures.
- Complete sentences with 's / isn't / 're / aren't.

Teaching Methods

Presentation, Practice, Production

Question and answer

Picture description

Drilling and repetition

Miming / Total Physical Response

Pair work

Guided practice

Tips for Teaching

Start by miming actions and asking:

What am I doing?

Use clear examples on the board:

He's eating.

He isn't sleeping.

Focus on the difference between singular and plural:

He / She / It → 's / isn't

They / We / You → 're / aren't

Remind pupils that 's = is and 're = are.

Encourage pupils to look carefully at the pictures before choosing the answer.

Correct gently and repeat the correct sentence with the class.

Answers

He isn't sleeping.

He's eating.

He's playing.

He isn't reading.

She isn't watching.

She's talking.

They aren't sitting.

They're swimming.

Assessment

The teacher can assess pupils by asking them to:

Complete similar sentences using 's, isn't, 're, aren't.

Describe new pictures orally.

Work in pairs and ask:

What is he doing?

What are they doing?

Write three sentences about actions happening now.

Correct wrong sentences, for example:

He aren't eating. → He isn't eating.

10 Focus and learn
I am playing
I'm not playing
He / She / It
He's surfing
He isn't surfing
We / you / They
We are eating
We aren't eating
I am playing tennis

11 Write : 's _ isn't _ 're _ aren't
_ He ___ sleeping
_ He ___ playing
_ She ___ watching
_ He ___ eating
_ He ___ reading
_ She ___ talking
_ They ___ sitting
_ They ___ swimming

Teaching materials

Coursebook page / worksheet

Pictures or flashcards of actions: playing, eating, sleeping, reading, swimming, talking

Board and markers

Real objects or miming actions

Mini whiteboards or notebooks

Optional: projector or printed pictures

12 Read and write the questions

John Visits Doctor

John has a fever, and he goes to visit his doctor Jeff when he has some health problems. He talks with him very kindly, and he checks his situation. He sees his temperature ; then he gives him the right medicine. Doctor Jeff usually advises him to avoid the things that make John getting sick.



_ What's the matter with John ? _____

_ What's his doctor's name ? _____

_ What does the doctor see first ? _____

Unit 5

Aims:

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

Read and understand a short text about visiting the doctor.

Identify key information from the text.

Answer simple comprehension questions correctly.

Use health vocabulary such as fever, doctor, medicine, temperature, sick.

Practise speaking about health problems using simple sentences.

Teaching materials

Pupil's book / worksheet

Picture of a doctor and a patient

Flashcards: fever, doctor, medicine, temperature, sick

Whiteboard and markers

Real objects or pictures: thermometer, medicine bottle

Audio recording, if available

Assessment

The teacher can assess pupils by checking if they can:

Read the text clearly.

Understand the main idea of the text.

Answer the three questions correctly.

Use health vocabulary in simple sentences.

Participate in oral activities.

Short assessment activity:

Ask pupils to complete these sentences:

John has a ____.

His doctor's name is ____.

The doctor gives him the right ____.

Teaching Methods

Picture discussion: Ask pupils what they can see in the picture.

Reading aloud: The teacher reads the text first, then pupils repeat.

Guided reading: Pupils read sentence by sentence.

Question and answer: Pupils answer orally before writing.

Pair work: Pupils ask and answer the questions together.

Vocabulary explanation: Explain difficult words using pictures and gestures.

Tips for Teaching

Start with simple questions: Who is in the picture?

Where are they?

Use gestures to explain words like fever and sick.

Correct pronunciation gently, especially words like temperature and medicine.

Encourage pupils to answer in full sentences.

Give weaker pupils sentence starters, for example:

John has... / His doctor's name is...

Praise pupils when they try, even if the answer is not perfect.

Answers

What's the matter with John?

John has a fever.

What's his doctor's name?

His doctor's name is Jeff.

What does the doctor see first?

The doctor sees his temperature first.

Aims:

By the end of the lesson, pupils will be able to:
Recognise and pronounce the sounds sk and ck.
Identify words containing sk and ck.
Read and repeat the words correctly.
Complete missing letters in simple words.
Match pictures with the correct words.

Teaching Methods

Listen and repeat
Phonics drilling
Picture-word matching
Guided practice
Individual work
Pair work
Question and answer

Tips for Teaching

Start by writing sk and ck on the board.
Explain that sk usually comes at the beginning of words:
skateboard, skirt, skunk, ski
Explain that ck usually comes at the end of words and sounds like /k/:
sick, black, sock, duck, truck
Ask pupils to listen carefully and repeat several times.
Use gestures or pictures to help pupils understand the meaning.
Correct pronunciation gently.
Let pupils point to the pictures while saying the words.
Give slow learners extra support by repeating the sounds clearly.

Answers

Exercise 1: Listen, point and repeat

SK

skateboard

skirt

skunk

CK

sick

black

sock

Exercise 2: Look and complete

Du _ _ → Duck

_ _ i → Ski

Tru _ _ → Truck

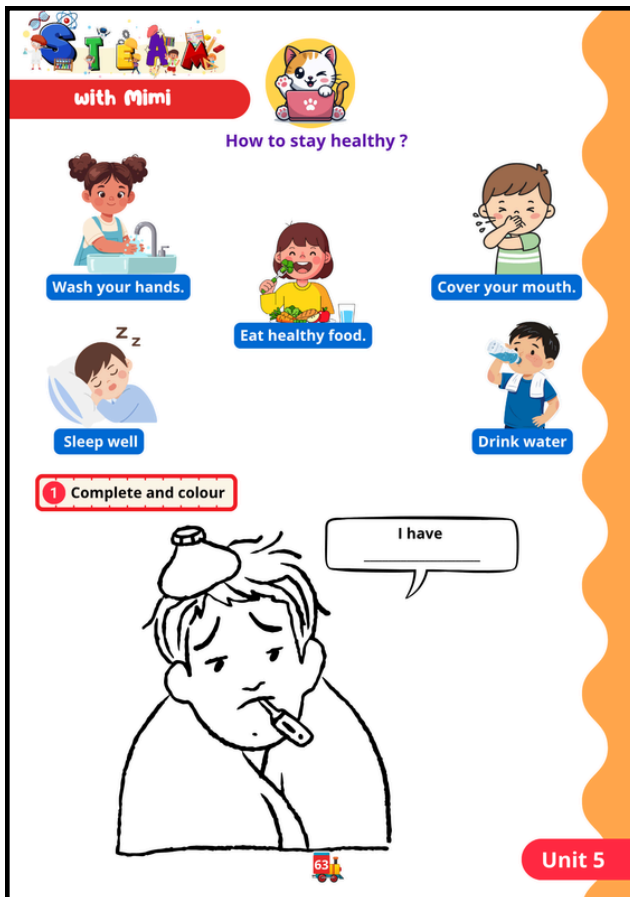


Teaching materials

Pupil's book page
Flashcards: skateboard, skirt, skunk, sick, black, sock, duck, ski, truck
Board and markers
Audio recording, if available
Word cards with sk and ck
Pictures or realia, if possible

Assessment

The teacher can assess pupils by asking them to:
Pronounce words with sk and ck.
Point to the correct picture when they hear the word.
Complete missing letters correctly.
Read the words aloud individually.
Sort words into two groups: sk words and ck words.



Aims:

By the end of the lesson, pupils will be able to:
 Name healthy habits in English.
 Understand and use simple health expressions.
 Say what someone should do to stay healthy.
 Complete the sentence: I have a fever.
 Colour the picture neatly and correctly.

Teaching materials

Pupil's book page
 Flashcards or pictures: wash hands, eat healthy food, cover mouth, sleep well, drink water
 Board and markers
 Crayons or coloured pencils
 Real objects if possible: soap, water bottle, tissue
 Audio or teacher's voice for pronunciation practice

Teaching Methods

Picture-based teaching
 Repetition and drilling
 Question and answer
 Total Physical Response: pupils mime the actions
 Pair work
 Individual work for completing and colouring

Tips for Teaching

Start by asking: How can we stay healthy?
 Point to each picture and say the sentence clearly.
 Ask pupils to repeat after you.
 Use gestures: washing hands, drinking water, sleeping, covering the mouth.
 Correct pronunciation gently.
 Encourage pupils to speak in full sentences:
 I wash my hands.
 I drink water.
 Explain that we say healthy food, not "health food" in this context.
 Remind pupils to cover their mouth when they cough or sneeze.
 Answers
 Vocabulary
 Wash your hands.
 Eat healthy food.
 Cover your mouth.
 Sleep well.
 Drink water.
 Complete and colour
 I have a fever.
 The boy is ill. He has a thermometer in his mouth and an ice pack on his head.

Assessment

The teacher can assess pupils by checking if they can:
 Point to the correct picture when they hear the sentence.
 Repeat the health habits correctly.
 Use the sentence I have a fever correctly.
 Answer simple questions such as:
 What should you do to stay healthy?
 I should wash my hands.
 Complete the activity correctly.
 Colour the picture carefully.

Unit 6

My sweet home



1 Listen and read, then act out



Jack : Hello Sam, How are you ?
Sam : Hi Jack! I am fine, thanks.
Jack : Do you live here ?
Sam : Yes, I live just here. Look at that house in the middle.
Jack : Wow ! That's big!
Sam : Yes. It's big!
Jack : How many rooms are there ?
Sam : There are five bedrooms, two big living rooms and a big kitchen.
Jack : Are there a swimming pool and a garden ?
Sam : Oh yes, there are. Let's go to see our hose.
Jack : That's good ! Let's go.

Unit 6

Aims:

To improve students' ability to engage in simple conversations in English about their home.
 To practice asking and answering questions about the number of rooms and features in a house.

Teaching materials

Dialogue script between Sam and Jack.
 Picture of the house (as shown in the image) to illustrate the dialogue.
 Whiteboard for writing key vocabulary (e.g., rooms, swimming pool, garden, etc.).
 Audio clips for listening practice (optional).

Teaching Methods

Modeling: First, the teacher reads the dialogue aloud, demonstrating proper pronunciation and intonation.

Pair Work: Students work in pairs to read the dialogue, practicing fluency and pronunciation.

Role Play: Students act out the dialogue, switching roles (Sam and Jack), to reinforce conversational skills.

Interactive Discussion: Ask students to describe their own homes, using similar structures and vocabulary from the dialogue.

Tips for Teaching

Encourage students to use gestures and expressions when acting out the dialogue to reinforce meaning.
 Use visuals of different houses to compare features such as rooms, swimming pools, gardens, etc.
 Provide students with vocabulary sheets that list common rooms and household items in English.

Answers:

Yes, Sam lives in the house in the middle.

There are five bedrooms, two big living rooms, and a big kitchen.

Yes, there is a swimming pool and a garden.

Assessment

Formative: Observe students during pair work and role play to assess their speaking and listening skills.
Summative: Have students write a short description of their home, using the structures practiced in the dialogue.

Aims:

- To teach students the names and uses of common kitchen tools.
- To practice simple dialogues and vocabulary related to cooking and kitchen items.
- To develop listening and speaking skills in English through a role-play exercise.

Teaching Methods

- Direct Teaching: Introduce the names of the kitchen tools using visuals.
- Role-Playing: Have students practice the dialogue between a mother and daughter.
- Group Work: Students work in pairs to create their own dialogues using kitchen vocabulary.
- Interactive Practice: Use real kitchen items or images to enhance engagement.

Tips for Teaching

- Encourage students to use full sentences when asking and answering questions.
- Use gestures or actual objects to reinforce the vocabulary.
- Offer praise and feedback on pronunciation and sentence structure.

Assessment

- Formative: Observe student participation during the dialogue practice and role-playing.
- Summative: Ask students to write a short paragraph describing a cooking process, using at least five kitchen tools from the lesson.

2 Read and act

Mum, where can we bake this cake?

In the cooker of course.

In the kitchen, There are :

Cooker

Pan

Teapot

Cup

Spoon

Knife

Fork

Teaching materials

- Visual aids of kitchen tools (e.g., cooker, pan, spoon, knife, etc.).
- Flashcards with images and labels of the tools.
- A bowl and a spoon for the students to practice the dialogue (optional for hands-on activity).

3 Look and read



In the living room :



There is a table **next** to the sofa



There is a bookcase **behind** the desk



There is a television **between** armchairs



There is a lamp **on** the table

Unit 6

Aims:

- To learn and use prepositions of place (next to, behind, between, on) in context.
- To practice describing objects in a room using these prepositions.
- To improve vocabulary related to furniture and household objects.

Teaching materials

- Flashcards or images showing different rooms and furniture.
- A diagram or illustration (like the one you provided) showing furniture placement.
- A whiteboard or digital tool to list prepositions and objects.

Teaching Methods

- Visual Learning:** Use the provided image to highlight the furniture arrangement and prepositions.
- Task-based Learning:** Students will describe the placement of objects in their own living room or a model room.
- Pair Work:** Have students practice describing a room to each other, using the target prepositions.
- Repetition:** Focus on repetition of the prepositions in different contexts to reinforce understanding.

Tips for Teaching

- Encourage students to use full sentences: "There is a table next to the sofa."
- Introduce variations to sentence structure (e.g., "The lamp is on the table").
- Use real objects in the classroom to physically demonstrate prepositions.

Assessment

- Oral Assessment:** Ask students to describe their living room or a picture, checking for correct use of prepositions.
- Written Activity:** Have students write a few sentences about their living room using the prepositions studied.

Aims:

To introduce vocabulary related to objects in a bedroom (e.g., bed, lamp, window, posters, books, vases).
To develop listening and speaking skills by reading and describing the items in the bedroom.
To encourage creativity through the colouring activity.

Teaching Methods

Look and Read: Begin by discussing the image with the class. Ask students to identify and name the items in the bedroom (e.g., bed, lamp, window).

Interactive Practice: Have students read aloud the sentences from the worksheet, focusing on pronunciation and understanding.

Colouring Activity: Encourage students to colour the bedroom as they read through the descriptions, helping reinforce the vocabulary visually.

Tips for Teaching

Differentiation: For younger or beginner learners, provide a word bank of key items to help with vocabulary recognition.

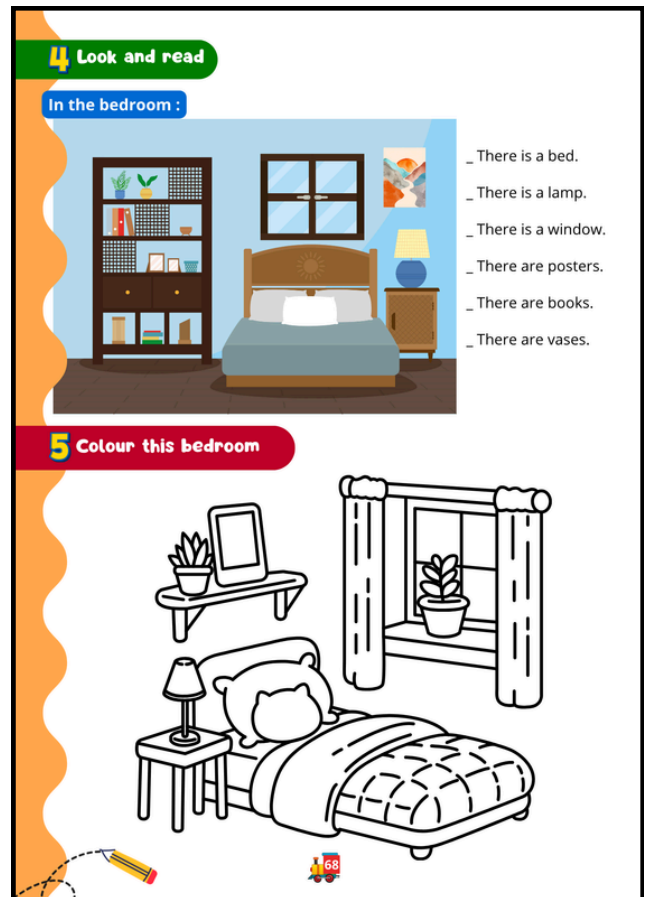
Encourage Participation: Ask open-ended questions like "What other items could you add to this bedroom?" to spark conversation and creativity.

Visual Cues: Use the image as a reference point to clarify any confusing vocabulary.

Assessment

Formative Assessment: Observe students as they participate in the "Look and Read" activity and provide feedback on their pronunciation and understanding of the vocabulary.

Peer Review: After the colouring activity, have students share their completed drawings and describe their bedroom, reinforcing vocabulary and speaking skills.



Teaching materials

Image of a bedroom with furniture and objects for reference.

Worksheet with a section to read and describe the bedroom, followed by a colouring activity.



6 Listen and complete.

MY HOUSE

Welcome to my house

My family and me

In the living _____

I watch TV

In the bathroom

I take a _____

In the kitchen

I cook good _____

In the dining room

I have my _____

In the bedroom

I go to _____






Unit 6

Teaching Methods

Listening and Speaking: Students listen to the audio, complete the sentences, and discuss activities in the rooms of the house.

Interactive Activities: Use flashcards and role-play to encourage student participation.

Writing: Fill-in-the-blank exercises based on the picture.

Tips for Teaching

Focus on pronunciation of the room names and activities.

Use gestures or props to demonstrate activities.

Encourage students to work in pairs or small groups for practice.

Aims:

To introduce students to vocabulary related to the home and rooms in the house.

To develop listening skills by completing sentences with the correct room names.

To practice writing and speaking about different activities in the home.

Teaching materials

Picture of a house with labeled rooms and activities.

Audio for listening and completing the sentences.

Flashcards with room names and activities for group work.

Assessment

Formative: Observation of students' participation in class activities and completion of the listening task.

Summative: Completion of a short writing task where students describe their home and activities in different rooms.

Aims:

To teach students the use of prepositions of place (e.g., "in", "on", "under", "next to") in English.
To practice completing sentences with the correct prepositions based on the image.
To enhance students' ability to describe the position of objects in a room.

Teaching Methods

Direct Instruction: Introduce prepositions of place using the images provided.

Interactive Practice: Students will fill in the blanks in the sentences using the prepositions of place.

Group Work: In pairs or small groups, students will describe the locations of various items in a room or picture.

Tips for Teaching

Ensure that students are familiar with the meaning of each preposition before completing the sentences.

Encourage students to check their work with a partner to build collaboration.

Provide examples from real life to make the lesson more relatable (e.g., "The book is on the table" or "The cat is under the chair").

Answers:

There is a chair next to the table.

There is a ball under the table.

There is a book on the table.

There is a table between a chair and an armchair.

There is a carpet under the table.

Assessment

Formative Assessment: Observe students during the activity to see if they are using the correct prepositions.

Summative Assessment: Review the completed sentences at the end of the activity to ensure understanding.

7 Focus and learn



8 Look at the picture and complete these sentences



_ There is a chair _____ the table.

_ There is a ball _____ the table.

_ There is a book _____ the table.

_ There is a table _____ a chair and an armchair.

_ There is a carpet _____ the table.



Teaching materials

Visual aids (images with objects in various positions).

Handouts with sentences that need to be completed.

Flashcards or props (e.g., small objects to demonstrate spatial relationships).

9 Read and write the questions

My Favourite Place

My house is my best place that I love to spend my time in. It has a red roof and chimney. There are three bedrooms, one for my parents, one for my sister and one for me. We have a small garden in the front of. There is also a big living room where we spend most of our time together. We watch TV or playing video games. My best room is my bedroom because I read some short stories and listen to some music there.



- 1_ What is the colour of the roof ? _____
- 2_ How many bedrooms are there ? _____
- 3_ Is there a garden ? _____
- 4_ What does the child do in his bedroom ? _____
- 5_ Where does he watch TV ? _____

Unit 6

Aims:

To help students practise reading comprehension and question formulation.

To improve understanding of descriptive writing and how to structure information logically.

Teaching materials

The text provided ("My Favourite Place") and its corresponding illustration.

A worksheet with pre-written questions (like the ones in the image).

Whiteboard and markers.

Teaching Methods

Reading Comprehension:

Have students read the text silently first, followed by a short summary or paraphrasing of the key points. Discuss any unknown vocabulary and contextual meaning.

Question Formation:

Guide students to formulate questions based on the information in the text.

Encourage peer collaboration, allowing them to help each other in forming questions.

Use the whiteboard to demonstrate question patterns, especially with words like "What," "How," and "Where."

Tips for Teaching

Emphasize sentence structure when forming questions.

Encourage students to focus on detail from the text while phrasing questions (such as asking specific details about the house, the child's bedroom, and the activities they enjoy).

Use visuals from the story to enhance understanding and make the lesson more engaging.

Answers:

What is the colour of the roof?

The roof is red.

How many bedrooms are there?

There are three bedrooms.

Is there a garden?

Yes, there is a small garden in front.

What does the child do in his bedroom?

The child reads short stories and listens to music in his bedroom.

Where does he watch TV?

The child watches TV in the living room.

Assessment

Review the questions and answers with the class to ensure understanding.

As a follow-up, ask students to write a few sentences describing their own favourite places, and what they would do there. Encourage the use of similar question structures.

Aims:

To introduce students to basic phonics sounds, focusing on the "or" and "all" sounds.
To help students identify words that contain these sounds in everyday contexts.
To develop students' listening and speaking skills through phonics practice.

Teaching Methods

Listen and Repeat: Students will listen to the phonics sounds and repeat them.

Point and Say: Students will point to pictures and say the corresponding word, reinforcing phonetic sounds.

Look and Complete: Students will complete words based on pictures provided, reinforcing spelling and phonics.

Tips for Teaching

Encourage students to say the words aloud, stressing the phonetic sound at the beginning, middle, or end of the word.

Use visual aids and gestures to help students understand the sounds.

Ensure to give praise and positive reinforcement when students correctly identify and pronounce words.

Answers:

For the first exercise:

Or words: Sword, Horn, Torch, Fork.

All words: Ball, Fall, Call, Wall.

For the second exercise:

_ca: Orca.

Sp_t: Spot.

H_se: Horse.

Assessment

Monitor students' participation during the "Listen and Repeat" and "Point and Say" activities.

Use the worksheet completion to assess students' ability to identify and spell words with the targeted sounds.

Provide individual feedback to ensure understanding and encourage improvement.



Teaching materials

Flashcards with images and corresponding words (e.g., Sword, Horn, Torch, Fork, Ball, Fall, etc.)

Audio clips of the sounds and words for students to listen to and repeat.

Worksheets for students to complete the phonics exercises.

with Mimi

Objective

Students will design and create a simple model of a house while learning basic concepts of shapes, materials, energy, and creativity.

Materials

- Paper or cardboard
- Scissors
- Glue or tape
- Colour pencils / markers
- Recycled materials (plastic caps, boxes, sticks, etc.)
- Ruler

Unit 6

Aims:

To design and create a simple model of a house.
To understand basic concepts of shapes, materials, energy, and creativity.

Teaching materials

Paper or cardboard
Scissors
Glue or tape
Colour pencils/markers
Recycled materials (plastic caps, boxes, sticks, etc.)
Ruler

Teaching Methods

Hands-on activity: Students will design and construct their models using the provided materials.

Group work: Encourage collaboration to foster creativity and problem-solving.

Discussion: Discuss how different materials and shapes affect the stability and appearance of the house.

Experimentation: Allow students to test their designs and adjust their models for improvements.

Tips for Teaching

Encourage students to think creatively and use various shapes in their designs.

Provide extra help with cutting and handling scissors if necessary.

Emphasize the importance of safety, especially with scissors and glue.

Assessment

Observation: Monitor the students during the activity to check their engagement and creativity.

Presentation: Have students present their models and explain the design choices they made.

Reflection: Ask students to reflect on what they learned about shapes, materials, and energy in their models.

Aims:

By the end of the lesson, pupils should be able to:
 Identify simple health problems: headache, cough, runny nose / cold.
 Use the verb to be correctly: am / is / are.
 Complete words using missing letters.
 Recognise kitchen objects: pan, teapot, cup, cooker.
 Use simple prepositions of place: on, under, next to, in.

Teaching Methods

Use the Presentation–Practice–Production method.
 First, show the pictures and ask pupils simple questions such as:
 “What’s the matter with him?”
 “Where is the clock?”
 “What is this?”
 Then, pupils repeat the words after the teacher.
 After that, they complete the exercises individually or in pairs. Finally, correct the answers together on the board.

Tips for Teaching

Use gestures when teaching illnesses, for example hold your head for headache or pretend to cough for cough.
 For prepositions, use real classroom objects:
 “The book is on the table.”
 “The bag is under the chair.”
 Give pupils time to look carefully at the pictures before answering. Encourage full answers, not only one-word answers.

Answers

Exercise 1

He has got a headache.

He has got a cough.

He has got a runny nose / cold.

Exercise 2

They are playing football now.

I am listening to my teacher at the moment.

He is speaking with his father now.

Exercise 3

Truck

Duck

Ski

Exercise 4

Pan → picture of the pan

Teapot → picture of the teapot

Cup → picture of the cup

Cooker → picture of the cooker

Exercise 5

The clock is on the wall.

The ball is under the table.

The cat is next to the armchair.

The carpet is on the floor.

The lamp is on the table.

The flowers are in the vase.

REVIEW

with Logy

1 What's the matter with those children?

2 Complete with : are - is - am

__ They __ playing football now.

__ I __ listening to my teacher at the moment.

__ He __ speaking with his father now.

3 Look and complete

Tru__ Du__ __ i

REVIEW

with Logy

4 Look and match

Teapot Cooker Pan Cup

5 Look and write the right preposition

__ The clock is ____ the wall.

__ The ball is ____ the table.

__ The cat is ____ the armchair.

__ The carpet is ____ the floor.

__ The lamp is ____ the table.

__ The flowers are ____ the vase

Unit 7

Daily routine



Aims:

Learning Objectives (Reduced):

- Greet others politely using simple expressions.
- Ask and answer about daily routines and time.
- Use Yes/No questions correctly (Do you...?).
- Ask about transport to school and answer simply.
- Listen, read, and act out a short dialogue with correct pronunciation.

Teaching Methods

Communicative approach: pupils use English to ask and answer real-life questions.

Audio-lingual method: repetition and drilling of key sentences.

Pair work: pupils practise the dialogue with a partner.

Role play: pupils act out the conversation as Ben and Noura.

Question-and-answer technique: teacher asks questions, pupils respond.

Visual learning: pupils use the picture and clock to understand meaning.

Tips for Teaching

Start with the picture and ask simple questions:

"Who can you see?"

"Where are they?"

"Are they at school?"

Use gestures to explain "get up", "take breakfast" and "come to school".

Draw a clock on the board and practise:

"It is seven o'clock."

Read the dialogue first with clear pronunciation.

Let pupils repeat line by line.

Divide the class into two groups: one group reads Ben's lines, the other reads Noura's lines.

Encourage pupils to act naturally, using eye contact and gestures.

Correct pronunciation gently, especially:

"breakfast", "school", "every day", "o'clock".

After practising the textbook dialogue, ask pupils to change the answers using their own information.

Assessment

Oral Assessment

Ask pupils questions such as:

"When do you get up every day?"

"Do you take your breakfast?"

"How do you come to school?"

Check if pupils can answer correctly and clearly.

1 Listen and read, then act out



Ben : Hi Noura !

Noura : hi Ben !

Ben : When do you get up every day ?

Noura : I get up at 7 :00 o'clock.

Ben : Do you take your breakfast ?

Noura : Yes, I do.

Ben : How do you come to school ?

Noura : My father always takes me to school.

Unit 7

Teaching materials

Pupil's textbook, Unit 7, page 77

Picture from the textbook

Board and markers

Flashcards about daily routines: get up, have breakfast, go to school

Clock/time flashcards

Audio recording, if available

Real or toy clock

Worksheets for practice

Role-play cards



Aims:

By the end of the lesson, pupils will be able to:
 Recognise and understand daily routine vocabulary.
 Say simple phrases correctly, such as wake up, brush teeth, have breakfast, etc.

Match pictures with the correct daily activity.

Use the phrases in simple sentences, for example:

I wake up. / I brush my teeth. / I have breakfast.

Improve listening, speaking and visual recognition skills.

Teaching materials

Pupil's book page

Flashcards of daily routines

Board and markers

Pictures or realia: toothbrush, comb, school bag

Audio recording, if available

Matching cards

Worksheets

Stickers or stars for encouragement

Teaching Methods

Look and say: pupils look at the pictures and repeat the phrases.

Drilling: teacher models the words, pupils repeat individually and as a class.

TPR method: pupils mime the actions, for example brushing teeth or catching the bus.

Matching activity: pupils match pictures with the correct phrases.

Pair work: pupils ask and answer:

What do you do? — I brush my hair.

Game-based learning: teacher says an action and pupils mime it.

Tips for Teaching

Start with pictures before reading the words.

Use gestures for every action.

Repeat the phrases several times with clear pronunciation.

Correct mistakes gently.

Ask pupils to mime the actions to help memory.

Use simple questions:

What is he doing?

What is she doing?

Give weaker pupils more visual support.

Encourage pupils to speak in full simple sentences.

Answers

Exercise 2: Look and read

The daily routine phrases are:

Wake up

Take a shower

Brush teeth

Have breakfast

Get dressed

Brush hair

Catch the bus

Exercise 3: Look and match

From left to right:

Sleeping girl → Sleep

Boy watching television → Watch TV

Boy listening with headphones → Listen to music

Girl exercising → Do sport

Assessment

The teacher can assess pupils by asking them to:

Point to the correct picture when they hear the phrase.

Say the daily routine phrases aloud.

Match pictures with the correct words.

Mime an action while classmates guess it.

Complete simple sentences, for example:

I __ my teeth.

Answer: brush

Answer oral questions:

What do you do in the morning?

I wake up. / I have breakfast.

A quick final check can be done by showing flashcards and asking pupils to name each activity.

Aims:

By the end of the lesson, pupils will be able to:
Name common daily routines.
Use the Present Simple with I.
Complete sentences with the correct verb.
Talk about their daily routine orally.
Read and repeat simple routine sentences correctly.

Teaching Methods

Presentation, Practice, Production
Question and answer
Drilling and repetition
Pair work
Picture-based learning
Total Physical Response: pupils mime the actions

Tips for Teaching

Start with pictures and ask: "What is she doing?"
Mime the actions: brush teeth, get dressed, eat breakfast, go to school.
Drill pronunciation clearly: brush, breakfast, listen, dressed.
Focus on routine order using: Every day, then, when I go home.
Encourage pupils to make their own sentences:
"I get up at..." / "I go to school at..."
Answers
Every day, I get up at 7:00 o'clock.
I brush my teeth, then I get dressed.
I eat my breakfast, I go to school at 8:00 o'clock.
When I go home, I watch TV or listen to music.
I sleep / go to bed at 10:00 o'clock.

Assessment

Ask pupils to:
Complete the sentences individually.
Read the full paragraph aloud.
Match routine verbs with pictures.
Say three sentences about their own daily routine.
Example:
"I get up at seven o'clock. I brush my teeth. I go to school at eight o'clock."

4 Read and complete with the right verb

Hello, I am Noura. Every day, I _____ at 7 :00 o'clock.

I _____ my teeth, then I _____ dressed.

I _____ my breakfast, I _____ to school at 8 : 00 o'clock. I finish school at 3 :30. When I go home, I _____

TV or _____ to music. I _____ at 10 :00 o'clock.

**5 Read and repeat****Unit 7**

Teaching materials

Pupil's book / worksheet page
Board and markers
Flashcards or pictures of daily routines
Real objects if possible: toothbrush, school bag, breakfast picture
Audio or teacher's model pronunciation
Mini whiteboards or notebooks



Aims:

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

- Ask and answer: What time is it?
- Tell the time using o'clock.
- Read simple digital times, such as 8:15, 9:30, and 10:40.
- Write the correct time under clock pictures.
- Practise speaking clearly using: It's ...

Teaching materials

- Pupil's book page
- Toy clock or cardboard clock
- Flashcards with times
- Whiteboard and markers
- Digital time cards
- Worksheets
- Audio, if available

Teaching Methods

Presentation: The teacher introduces the question: What time is it?

Modelling: The teacher says the time first: It's five o'clock.

Repetition: Pupils repeat the sentences together and individually.

Question and answer: Teacher asks, pupils answer.

Pair work: Pupils ask each other: What time is it?

Practice: Pupils look at the clocks and write the time.

Correction: Answers are checked orally and on the board.

Tips for Teaching

Use a real or cardboard clock to move the hands. Start with o'clock before teaching minutes.

Make pupils repeat the full sentence, not only the number.

Point clearly to the hour hand and minute hand.

Use gestures: long hand = minutes, short hand = hours.

Give weaker pupils more visual support.

Encourage pupils to speak in pairs to build confidence.

Answers

Exercise 6

It's five o'clock.

Exercise 7: Look and write the time

It's seven o'clock.

It's eight o'clock.

It's three o'clock.

Exercise 8: Look and read

08:15 — It's eight fifteen.

9:30 — It's nine thirty.

10:40 — It's ten forty.

Assessment

The teacher can assess pupils by checking if they can:

Ask: What time is it?

Answer using: It's ...

Read analogue clocks correctly.

Read digital times correctly.

Write the correct time under each clock.

Work with a partner and speak clearly.

A simple final activity: show different times on a clock and ask pupils to say or write the time.

Aims:

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

Tell the exact time using o'clock.

Talk about daily routines using: I get up at... / I have lunch at...

Ask and answer about time: What time do we have English class?

Read and act out a short dialogue with correct pronunciation and intonation.

Understand that morning / afternoon / evening are used to describe parts of the day.

Teaching Methods

Question and answer

Repetition and drilling

Pair work

Role play

Communicative method

Demonstration using a clock

Reading aloud

Tips for Teaching

Start by revising numbers from 1 to 12.

Use a real clock and move the hands to show different times.

Drill the sentence pattern: I get up at seven o'clock.

Encourage pupils to speak in full sentences.

Let pupils act the dialogue in pairs: one is Ali and one is Youssef.

Correct pronunciation gently, especially: o'clock, morning, English, studying.

Use gestures for daily routines to make meaning clear.

Answers

9A: Read, write the exact time and say

There is no single fixed answer because pupils write their own daily routine. Model answers:

I get up at seven o'clock.

I take my breakfast at half past seven.

I go to school at eight o'clock.

I have lunch at twelve o'clock.

I come back home at five o'clock.

I do my homework at six o'clock.

I have dinner at eight o'clock.

I sleep at nine o'clock.

Pupils say the sentences aloud.

9B: Dialogue comprehension

They have English class at nine o'clock in the morning.

Ali thinks it is early.

Youssef likes it because he feels more active in the morning.

Ali agrees because it is easier to learn English when they are fresh.

Youssef says morning is the best time for studying.

9A Read, write the exact time and say

_ I get up at _____

_ I take my breakfast at _____

_ I go to school at _____

_ I have lunch at _____

_ I come back home at _____

_ I do my homework at _____

_ I have dinner at _____

_ I sleep at _____



9B Read and act the dialogue

Ali: What time do we have English class?

Youssef: We have it at nine o'clock in the morning.

Ali: Oh, that's early!

Youssef: Yes, but I like it. I feel more active in the morning.

Ali: Me too. It's easier to learn English when we are fresh.

Youssef: Exactly! Morning is the best time for studying.



Unit 7

Teaching materials

Pupil's book page

Board and markers

Real clock or toy clock

Flashcards: get up, breakfast, school, lunch, homework, dinner, sleep

Pictures of daily routines

Audio recording, if available

Assessment

Use these checks:

Pupils can read the time correctly.

Pupils can complete the routine sentences.

Pupils can say their routine using at correctly.

Pupils can act the dialogue with a partner.

Pupils can answer simple questions about the dialogue.

Quick assessment activity

Ask pupils:

What time do you get up?

What time do you go to school?

What time do we have English class?

Do you like studying in the morning? Why?

10 Listen and complete.

Let's all count from 1 to 12
 ____ you help me tell the time?
 Help me tell the time
 What time is it? It's 1 o'clock
 2 o'clock, 3 ____
 What time is it? It's 4 o'clock
 The ____ says tickety tock
 Tick tock tick tock
 Can you help me tell the time?
 ____ all count from 1 to 12
 Can you help me tell the time?
 ____ me tell the time
 What time is it? It's 5 o'clock
 6 o'clock, 7 o'clock
 ____ time is it? It's 8 o'clock
 The ____ says tickety tock
 Tick tock tick tock
 Tick tock tick tock tick tock

Aims:

By the end of the lesson, pupils should be able to:
 Count from 1 to 12 correctly.
 Recognise and say the time using o'clock.
 Ask and answer: What time is it?
 Listen carefully and complete missing words.
 Sing or repeat the chant with correct pronunciation and rhythm.

Teaching materials

Pupil's book / worksheet
 Audio recording of the chant
 Board and markers
 Toy clock or clock flashcards
 Number cards from 1 to 12
 Pictures of clocks

Teaching Methods

Presentation: introduce numbers 1–12 and "o'clock".
 Drilling: pupils repeat the numbers and sentences after the teacher.
 Listening: pupils listen to the chant once for general understanding.
 Listen and complete: pupils listen again and fill in the missing words.
 Pair work: pupils ask and answer: "What time is it?"
 Chanting: pupils sing or repeat the chant together.

Tips for Teaching

Start by revising numbers from 1 to 12 orally.
 Use a real clock or draw a clock on the board.
 Move the clock hands and ask: What time is it?
 Play the audio more than once.
 Encourage pupils to repeat with rhythm: Tick tock, tick tock.
 Correct pronunciation gently, especially o'clock and time.
 Answers
 Can you help me tell the time?
 2 o'clock, 3 o'clock
 The clock says tickety tock
 Let's all count from 1 to 12
 Help me tell the time
 What time is it? It's 8 o'clock
 The clock says tickety tock

Assessment

Ask pupils to count from 1 to 12 individually or in groups.
 Show different clock times and ask: What time is it?
 Check pupils' answers in the listening activity.

Aims:

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

Use always, sometimes, never to talk about habits and routines.

Understand the meaning of frequency percentages:

always = 100%

sometimes = 50%

never = 0%

Use the prepositions of time on, at, in correctly.

Complete simple sentences about daily routines and time.

Produce short oral or written sentences using the target language.

Teaching Methods

Presentation, Practice, Production

Question and answer

Drilling and repetition

Pair work

Guided practice

Communicative approach

Tips for Teaching

Start with simple examples from learners' real life:

"I always have breakfast." / "I never drink coffee."

Use gestures to explain frequency:

always: every time

sometimes: not every time

never: no time

Write clear examples on the board.

Explain prepositions simply:

on + days: on Monday, on Friday

at + exact time: at 7:30

in + months / parts of the day: in July, in the evening

Correct gently and encourage full sentences.

Give extra practice orally before pupils write.

Answers

Exercise 12: Complete with always / sometimes / never

Noura always gets up at 7:30.

They never take their dog for a walk.

Hajar sometimes goes shopping on Friday.

We never eat cheese for breakfast.

My father always drinks coffee in the morning.

Exercise 13: Complete with on / at / in

My mother sometimes goes shopping on Sunday.

They play football on Friday.

I don't sleep at 10:00 o'clock.

Her birthday is in September.

I sometimes watch TV with my family in the evening.

11 Focus and learn

Expression of time.

Always 100%

_ I **always** have breakfast at 7 :00 o'clock

_ They are **always** punctual.

Sometimes 50%

_ He **sometimes** wakes up late.

_ They **sometimes** play football.

Never 0%

_ I **never** drink coffee in the evening.

_ They **never** come late to school.

Prepositions of time.

on at in

_ I don't go to school **on** Saturday.

_ she gets up **at** 7 :30 every day.

_ I always travel **in** July.

12 Complete with : always _ sometimes _ never

100% _ Noura _____ gets up at 7 :30.

0% _ They _____ take their dog for a walk.

50% _ Hajar _____ goes shopping on Friday.

0% _ We _____ eat cheese in the breakfast.

100% _ My father _____ drinks coffee in the morning.

13 Complete with : on _ at _ in.

_ My mother sometimes goes shopping _____ Sunday.

_ They play football _____ Friday.

_ I don't sleep _____ 10 :00 o'clock.

_ Her birthday is _____ September.

_ I sometimes watch TV with my family _____ evening.

Unit 7

Teaching materials

Pupil's book page

Board and markers

Flashcards showing daily routines

Clock or time flashcards

Days and months cards

Frequency cards: always / sometimes / never

Worksheets or mini whiteboards

Assessment

Ask pupils to complete similar sentences individually.

Check their use of always, sometimes, never.

Ask oral questions such as:

"When do you get up?"

"Do you always have breakfast?"

"What do you do on Sunday?"

14 Read and Write : True / False

Lucas's daily routine

His name is Lucas and he is nine years old. He usually gets up at 7:00 o'clock then he gets dressed. He always has breakfast in the kitchen with his family. He likes to eat bread, cheese, and honey. He always drinks tea or milk coffee. He catches the bus at 8:15 and he goes to school with his friend Jack. He takes lunch at midday in the school canteen. He likes sandwich and some drinks. At 3:45, he goes back home, he eats something and he does his homework at 6:00 o'clock. He plays some video games with his brother. After he takes his dinner with his family and he brushes his teeth and he goes to sleep at 10:30



... Lucas gets up at 8:00 o'clock. _____
 ... He drinks tea in his breakfast. _____
 ... He goes to school with his brother. _____
 ... He goes back home at 5:00 o'clock. _____
 ... He goes to sleep at 10:30. _____

15 Read and match








get up
 brush my teeth
 have breakfast
 do my homework
 play with friends
 ride a bike

Unit 7

Aims:

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

- read and understand a short text about a daily routine;
- identify daily routine vocabulary;
- use time expressions such as 7:00 o'clock, 8:15, midday, 3:45, 10:30;
- answer True / False questions correctly;
- match pictures with daily routine phrases;
- talk briefly about their own daily routine.

Teaching materials

- Pupil's book / worksheet
- Board and markers
- Flashcards or pictures of daily routines
- Clock or toy clock
- Audio recording, if available
- Pencils and notebooks

Teaching Methods

- Reading comprehension
- Question and answer
- Picture matching
- Pair work
- Drilling and repetition
- Guided practice

Tips for Teaching

Start by revising daily routine verbs: get up, have breakfast, go to school, do homework, brush my teeth, go to sleep.

Use gestures or pictures to explain each routine. Revise telling the time before reading the text.

Ask pupils to underline the important times in the text.

Encourage pupils to answer in full sentences.

Correct pronunciation gently, especially phrases like brush my teeth and have breakfast.

Answers

Exercise 14: True / False

Lucas gets up at 8:00 o'clock. False

He drinks tea in his breakfast. True

He goes to school with his brother. False

He goes back home at 5:00 o'clock. False

He goes to sleep at 10:30. True

Exercise 15: Read and match

Boy eating breakfast → have breakfast

Boy getting out of bed → get up

Child writing → do my homework

Children playing together → play with friends

Boy riding a bicycle → ride a bike

Boy brushing his teeth → brush my teeth

Assessment

Ask pupils to read the text silently and answer the True / False questions.

Check if they can match the pictures with the correct daily routine phrases.

Ask individual pupils simple oral questions, such as:

What time does Lucas get up?

What does he have for breakfast?

When does he go to sleep?

For a short written task, ask pupils to write 4–5 sentences about their own daily routine.

Aims:

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

Recognise the sounds oy and oi.

Pronounce words with the /ɔɪ/ sound correctly.

Read and repeat words such as boy, toy, oyster, soy, coin, oil, soil, foil.

Complete missing letters in simple words using oy or oi.

Distinguish between oy and oi spelling patterns.

Teaching Methods

Listen and repeat: pupils listen to the teacher/audio and repeat the words.

Pointing activity: pupils point to the correct picture while hearing the word.

Phonics drilling: practise the /ɔɪ/ sound several times.

Choral repetition: the whole class repeats together.

Individual repetition: selected pupils read the words aloud.

Look and complete: pupils complete the missing letters using oy or oi.

Pair work: pupils practise saying the words with a partner.

Tips for Teaching

Start by writing oy and oi on the board and model the sound clearly.

Show that both oy and oi have the same sound: /ɔɪ/.

Exaggerate the sound at first: b-oy, c-oin.

Use pictures to help pupils connect sound, spelling and meaning.

Correct pronunciation gently and repeat the word correctly.

Give more practice with difficult words such as oyster and foil.

Ask pupils to clap once when they hear the /ɔɪ/ sound.

Answers

Exercise 1: Listen, point and repeat

Oy words:

Boy

Toy

Oyster

Soy

Oi words:

Coin

Oil

Soil

Foil

Exercise 2: Look and complete

Enjoy

Point

Boil



Teaching materials

Pupil's book page.

Flashcards or pictures of: boy, toy, oyster, soy, coin, oil, soil, foil.

Audio recording, if available.

Board and markers.

Word cards with missing letters.

Mini whiteboards or notebooks.

Assessment

The teacher checks if pupils can:

Pronounce the /ɔɪ/ sound correctly.

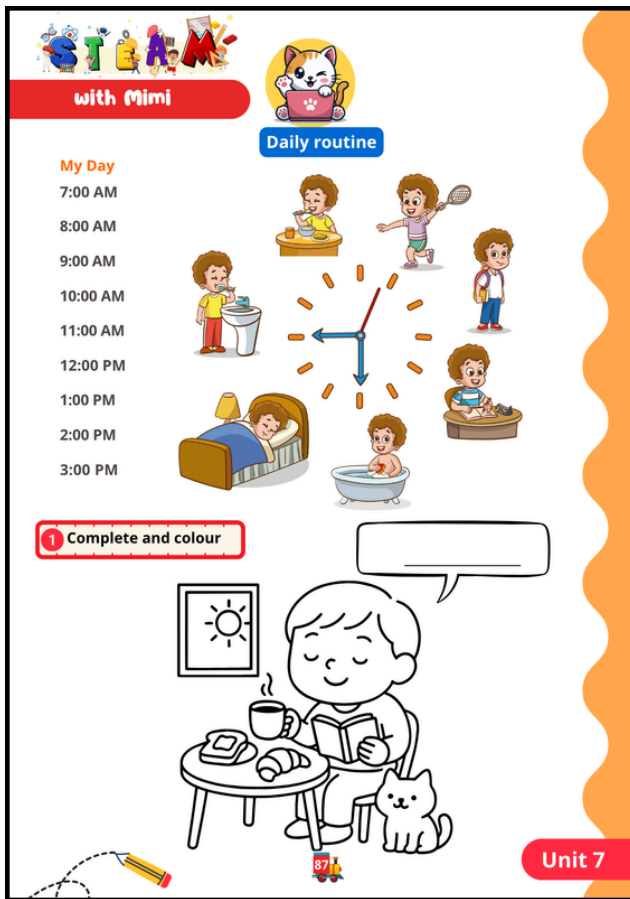
Identify oy and oi words.

Point to the correct picture when they hear the word.

Read the words aloud with acceptable pronunciation.

Complete the missing letters correctly.

Give one extra example of an oy or oi word.



Aims:

By the end of the lesson, pupils will be able to:
 Name simple daily routine activities.
 Tell the time using o'clock.
 Match daily activities with times.
 Say short sentences about their day, such as:
 I have breakfast at 7 o'clock.
 Complete a simple speech bubble and colour the picture neatly.

Teaching materials

Pupil's book page
 Flashcards of daily routines
 A toy clock or clock poster
 Board and markers
 Colouring pencils
 Audio/teacher pronunciation model
 Real objects or pictures: toothbrush, school bag, book, breakfast items

Teaching Methods

Presentation, Practice, Production
 Visual learning using pictures and flashcards
 Question and answer
 Repetition and drilling
 Pair work
 Matching activity
 Colouring and writing activity

Tips for Teaching

Start by asking: What do you do in the morning?
 Use actions and gestures for each routine: brush teeth, eat, sleep, play.
 Practise the structure several times:
 I + activity + at + time.
 Use the toy clock to show different times.
 Encourage pupils to speak in full sentences, not only single words.
 Give weaker pupils sentence prompts on the board.
 Praise neat colouring and correct sentence formation.
 Answers
 Possible daily routine vocabulary from the page:
 I brush my teeth.
 I have breakfast.
 I go to school.
 I play tennis.
 I do my homework.
 I have a bath.
 I go to bed.
 For the speech bubble at the bottom:
 I have breakfast.

Assessment

Assess pupils by checking if they can:
 Identify daily routine activities from pictures.
 Tell the time correctly.
 Say a sentence using:
 I ... at ... o'clock.
 Complete the speech bubble correctly.
 Colour the picture carefully.
 Answer oral questions, for example:
 What do you do in the morning?
 What time do you go to school?

Unit 8

I like my clothes



1 Listen and read, then act out



Assistant: Hi boy! How can I help you?
Boy: I want that jacket over there.
Assistant: Sure! Do you want to try it?
Boy: Yes, please.
Assistant: What size do you wear?
Boy: I wear a small size.
Assistant: Here you go. Try it on.
Boy: It fits well. I like it!
Assistant: Great! It looks good on you.
Boy: Thank you!

Unit 8

Aims:

- Develop communication skills for real-life situations (shopping/customer service).
- Build confidence in speaking through role-play activities.
- Learn vocabulary related to clothing, sizes, and shopping.
- Improve listening skills through dialogues and interactions.

Teaching materials

- Textbook/Workbook: Dialogues and vocabulary exercises.
- Visual Aids: Flashcards and images of clothes and shopping scenes.
- Audio Clips: Listening practice through dialogues.
- Real-life Props (Optional): Clothes, size charts, shopping items.
- Whiteboard/Smartboard: Key vocabulary and guided practice.

Assessment

- Observation: Monitor students during role-plays and group work.
- Oral Assessment: Use simple shopping scenarios to check speaking skills.
- Written Assessment: Vocabulary quiz (matching, fill-in-the-blanks).
- Peer Feedback: Students evaluate each other's role-play performance.
- Self-Assessment: Students reflect on their learning and difficulties.

Teaching Methods

Role-Playing: Have students practice dialogues by taking on roles such as customer and shop assistant. This will help build confidence and improve speaking skills.

Guided Practice: Start with an example dialogue (like the one shown in your image) and guide students in repeating and adapting it.

Group Work: Divide the class into pairs or small groups and have them create and perform their own shopping dialogues, encouraging creativity and peer learning.

Visual Learning: Use pictures and real-life examples to make vocabulary more memorable.

Interactive Exercises: Provide exercises where students match vocabulary with images, complete fill-in-the-blank activities, or solve problems related to sizes and clothing.

Tips for Teaching

Encourage Participation: Always involve students by asking them to act out dialogues or respond to questions. Create a positive, supportive environment for speaking.

Provide Feedback: After role-plays, give constructive feedback on their pronunciation, fluency, and use of vocabulary.

Use Real-Life Contexts: Make sure that activities are closely related to real-world situations. This makes the learning experience more engaging and practical.

Repeat Key Phrases: Repetition is key in language learning. Encourage students to repeat key phrases or sentences during the lesson.

Use Simple Language: Ensure that you use clear and simple language, especially when introducing new vocabulary or explaining instructions.

Answers:

Here, provide clear answers to any questions or exercises students have, such as:

What size do you wear? – The correct answer could be "I wear a small size" or "I wear a medium size," depending on the context of the lesson.

Does it fit well? – The student can reply with "Yes, it fits well" or "No, it's too tight."

Aims:

To introduce and familiarize students with different types of clothing items.
To help students identify and name clothes in English.
To encourage students to describe what they are wearing or the clothing others are wearing.

Teaching Methods

Visual aids: Use the pictures of the clothing items to introduce new vocabulary.
Interactive learning: Engage students in a "Look and match" activity, where they match items of clothing with their names.
Role-play: Ask students to describe what they are wearing or to ask their peers, "Can you tell me what I am wearing?"

Tips for Teaching

Encourage students to use full sentences when describing clothing: "I am wearing a red scarf."
Repeat the vocabulary regularly to ensure retention.
Make the lesson interactive by allowing students to ask and answer questions about clothing items.
Use real-life examples (if possible) to show clothing items and make the lesson more relatable.
Answers (for activities):
Match the clothing items to their names (for example, match the image of the boots with the word "Boots").
Ask students to describe an image or a situation:
"What is the person wearing?" ("The person is wearing a pink dress and a hat.")

Assessment

Formative: Assess students' participation in matching and labelling activities.
Summative: Ask students to describe what they are wearing using the vocabulary they have learned.
Peer assessment: Let students work in pairs, helping each other identify and describe clothing items.
Quiz: A short quiz to test students' recognition of the clothing items and their ability to use them in sentences.
This lesson plan focuses on visual recognition, vocabulary building, and the practical use of clothing vocabulary in everyday conversations.



Teaching materials

Pictures of various clothing items (jeans, t-shirt, coat, jacket, boots, socks, etc.).
Flashcards or realia (actual clothing items) to make learning tangible.
A worksheet with clothing items for matching and labelling activities.

4 Read and complete



Take off



Put on



Wash



Iron

_ When it's hot, I _____ my jacket.

_ When it's cold, I _____ my coat.

5 Look, read and complete



Large size



Medium size



Small size

_ The man is wearing a _____ clothes. They fit him.

_ The boy is wearing a _____ shirt.

_ The boy is wearing a _____




Unit 8

Aims:

To help students understand the use of clothing-related verbs in context (e.g., "Take off," "Put on," "Wash," "Iron").

To learn vocabulary related to clothing sizes (large, medium, small) and their usage in real-life situations.

To develop reading and listening skills by completing activities that require students to match actions with their corresponding vocabulary.

To enhance the ability to describe clothing sizes using simple structures and appropriate vocabulary.

Teaching materials

Flashcards or images depicting various actions like taking off clothes, putting on clothes, washing clothes, and ironing.

A worksheet with sentences to be completed by filling in the correct clothing-related verb (Take off, Put on, Wash, Iron).

Pictures of individuals wearing different sizes of clothes (Large, Medium, Small) to illustrate clothing size vocabulary.

A projector or whiteboard for visual aids.

Teaching Methods

Visual Aids: Use pictures to introduce vocabulary and help students connect the new words with real-life contexts.

Interactive Activities: Students will engage in matching exercises, where they connect clothing actions with the appropriate verb (e.g., "When it's hot, I __ my jacket").

Pair Work: Have students work in pairs to complete sentences based on clothing sizes. They can ask each other about the clothes being worn in the images and practice using the correct terms.

Guided Practice: Teacher will model how to complete sentences, followed by group practice where students complete similar activities with support.

Contextual Learning: Present the vocabulary in a context that students are familiar with, such as daily routines or shopping for clothes, to make the lesson relatable.

Tips for Teaching

in relation to the weather and clothing.

Active Participation: Encourage students to act out the verbs (Take off, Put on, etc.) to make the learning more interactive and memorable.

Use Real-Life Examples: Share personal experiences or ask students to describe how they choose clothing based on different conditions (e.g., temperature).

Differentiation: Adjust the level of difficulty based on students' language proficiency by providing simpler or more complex sentences for completion.

5. Answers

When it's hot, I take off my jacket.

When it's cold, I put on my coat.

The man is wearing a large-sized shirt.

The boy is wearing a medium-sized shirt.

The boy is wearing a small-sized shirt.

Assessment

Formative Assessment: Observe students during the interactive activities to assess their understanding of the vocabulary and their ability to use it in context.

Peer Assessment: Students can assess each other's sentences to ensure they are using the correct vocabulary for clothing sizes and actions.

Final Review: Have students complete a mini-test at the end of the lesson where they must fill in the blanks with the correct verb or size based on new sentences.

Self-Assessment: Ask students to reflect on their learning by describing one item of clothing they would wear for different weather conditions, using the target vocabulary.

Aims:

Help students learn to classify clothing based on the seasons.
Encourage understanding of the difference between winter and summer clothing.

Teaching Methods

Explanation and Demonstration: First, explain the rules of using "was" and "were" for different subjects. Show the difference between positive and negative forms.
Guided Practice: Have students complete fill-in-the-blank sentences using "was" or "were" in the affirmative and negative forms, first as a class and then individually.
Pair Work: Let students work in pairs to create sentences using the correct form of "was" or "were" and share with the class.
Interactive Practice: Use flashcards and visual prompts to get students to respond with the correct form based on pictures or situations.

Tips for Teaching

Explain seasonal changes and the reason for different types of clothing in each season.
Use gestures or props to make it more engaging for younger learners.
Keep the lesson interactive by asking questions like "What do you wear in summer?"
Answers (for the table):
In Winter: Coat, Jacket, Scarf, Hoodie
In Summer: Cap, Sandals, T-shirt, Hat, Shorts

Assessment

Observe students while they classify the clothing into the correct season.
Have students explain their choices, reinforcing their understanding

6 Classify these clothes depends on the season


Cap


Coat


Jacket


Sandals


Scarf


Hoodie


T-shirt


Hat


Short

In winter	In summer



Teaching materials

A picture with various types of clothing (e.g., cap, coat, jacket, sandals, etc.).
A table to classify the clothing items according to the season.
Teaching Methods:
Use a hands-on approach by showing the pictures and discussing each clothing item.
Have students categorize the clothing into winter and summer items.
Encourage group work for a more interactive learning experience.

7 Listen and complete.

Hey, what is she wearing?
 She is _____ a pink dress, a pink dress, a pink dress.
 She is wearing a pink dress.

How about him?
 He is wearing a blue shirt, a blue shirt, a blue shirt.
 He is wearing a blue _____.

How about her?
 She is wearing a _____ skirt, a green skirt, a green skirt.
 She is wearing a green skirt.

How about him?
 He is _____ gray pants, gray pants, gray pants.
 He is wearing gray pants.

How about them?
 They are wearing white hats, white hats, white _____.
 They are wearing white hats.

_____ How about it?
 It is wearing purple shoes, purple shoes, purple shoes.
 It is wearing purple shoes.

How _____ you?

Unit 8

Aims:

- To teach students how to describe clothing and use appropriate vocabulary.
- To practice listening skills and comprehension by completing sentences based on auditory input.

Teaching materials

- Flashcards or images of various clothing items (e.g., dresses, shirts, skirts, pants, hats, shoes).
- Audio recordings with sentences describing what people are wearing.
- A worksheet or exercise book where students complete sentences.

Assessment

- Oral Assessment:** Ask students to describe what they or their classmates are wearing, using the vocabulary from the lesson.
- Written Assessment:** Have students complete sentences with the correct clothing vocabulary (like the one in the exercise).
- Peer Review:** After completing the exercise, students can check each other's answers and discuss any mistakes.

Teaching Methods

- Listening and Repetition:** Students will listen to the sentences describing what people are wearing and repeat them to practice pronunciation.
- Fill-in-the-Blank:** Students will complete sentences by filling in the missing clothing items based on the listening activity.
- Pair Work:** In pairs, students will describe each other's clothing, using the vocabulary learned.

Tips for Teaching

- Play the audio multiple times to ensure students can catch the details.
- Use gestures or act out the clothing items if students are struggling to understand.
- Encourage students to describe their own clothing as a personalised extension of the lesson.
- Provide visual aids for each clothing item to make it easier for students to identify the correct vocabulary.
- Answers:**
 - She is wearing a pink dress.
 - He is wearing a blue shirt.
 - She is wearing a green skirt.
 - He is wearing gray pants.
 - They are wearing white hats.
 - It is wearing purple shoes.

Aims:

To enable students to understand the correct use of the past tense "was" and "were" in both positive and negative sentences.

To practice forming affirmative and negative sentences in the past tense.

To build confidence in using the past tense to describe past events, including identifying the correct subject-verb agreement.

Teaching Methods

Explanation and Demonstration: First, explain the rules of using "was" and "were" for different subjects. Show the difference between positive and negative forms.

Guided Practice: Have students complete fill-in-the-blank sentences using "was" or "were" in the affirmative and negative forms, first as a class and then individually.

Pair Work: Let students work in pairs to create sentences using the correct form of "was" or "were" and share with the class.

Interactive Practice: Use flashcards and visual prompts to get students to respond with the correct form based on pictures or situations.

Tips for Teaching

Remind students that "was" is used for singular subjects (I, He, She, It) and "were" is used for plural subjects (We, They).

Emphasize the importance of forming negative sentences with the word "wasn't" (for singular subjects) and "weren't" (for plural subjects).

Use real-life examples, such as describing what people did last weekend, to make the lesson more relatable.

Use gestures or pictures for reinforcement—pointing to a picture of one person and saying, "She was at the park," or showing a group and saying, "They were at the beach."

Answers (for exercise):

I was so excited last weekend.

My father was at work in the morning.

Sami and Noura were at school yesterday.

The weather was sunny yesterday.

Malak was with her family in France.

Yesterday, it was sunny, and we went to the beach.

She wasn't at school because she was feeling sick.

The cake was delicious, so everyone took a second slice.

I wasn't at the party last night; I stayed home instead.

8 Focus and learn

Positive form	Negative form
I / He / She / It I was happy yesterday	I / He / She / It I wasn't happy yesterday
We / You / They They were in Spain.	We / You / They They weren't in Spain.

9 Complete the sentences with : was / were

- _ I _____ so excited last weekend.
- _ My father _____ at work in the morning.
- _ Sami and Noura _____ at school yesterday.
- _ The weather _____ sunny yesterday.
- _ Malak _____ with her family in France.

10 Complete the sentences with : was / wasn't

- Yesterday, it _____ sunny, and we went to the beach.
- She _____ at school because she was feeling sick.
- The cake _____ delicious, so everyone took a second slice.
- I _____ at the party last night; I stayed home instead.

Teaching materials

Worksheet with sentences for completing with "was" or "were".

Flashcards with subject pronouns (I, He, She, It, We, They) and corresponding past tense verbs.

Visual aids showing examples of past tense sentences in context (e.g., pictures of people in different locations or activities).

Assessment

Formative Assessment: Monitor student participation during pair work and individual activities, providing feedback as needed.

Summative Assessment: At the end of the lesson, assign a short writing task where students write five sentences about what they did last weekend using "was" and "were" in both positive and negative forms.

Peer Assessment: Have students check each other's sentences, focusing on verb choice and subject-verb agreement.

11 Read the text and answer the questions.

My clothes

My name is Nancy ! I usually like wearing casual clothes. I wear jeans, a t-shirt and Trainers.

I like also wear skirt and high-heels when I go to birthday partie. When I go to the restaurant with my family , I always wear trousers and a shirt or blouse.

In winter, I always put on my coat, hoodie, jeans and my boots. In summer, I wear shorts, t-shirt, cap and sandals. I really like my clothes.



_ Does Nancy wear fashionable clothes ?

_

_ What does she wear when she goes to the restaurant ?

_

_ What does she wear in winter ?

_

_ What does she wear in summer ?

_

Unit 8

Aims:

To understand the vocabulary related to clothing and seasons.

To develop the ability to describe personal preferences in clothing.

To practice asking and answering questions about everyday activities related to clothing.

Teaching materials

A text titled "My clothes" describing Nancy's clothing preferences.

Images of different types of clothing (e.g., shirts, trousers, skirts, coats) for visual reference.

Flashcards with clothing items and related vocabulary.

A wardrobe illustration to complement the text and engage students visually.

Assessment

Formative Assessment: Through the discussion and answers to the questions, assess students' understanding of the vocabulary and their ability to describe clothing.

Peer Feedback: Students can provide feedback to each other on pronunciation and sentence formation during pair work.

Teaching Methods

Reading comprehension: Students will read the text and answer questions to demonstrate their understanding.

Pair work: In pairs, students will take turns asking and answering questions about clothing preferences and weather.

Vocabulary drills: Practice the names of clothing items through flashcards and repetition.

Discussion: Encourage students to discuss their own clothing preferences and compare them with Nancy's choices.

Tips for Teaching

Use real-life clothing items or images to make the lesson more interactive.

Encourage students to use new vocabulary in sentences by describing their own wardrobes.

Keep the pace of the lesson comfortable by alternating between reading, speaking, and listening activities.

Use prompts like "What do you wear in summer?" to guide students in forming their own responses.

Answers

Does Nancy wear fashionable clothes?

No, Nancy usually wears casual clothes like jeans, t-shirts, and trainers. She wears high-heels and skirts for special occasions.

What does she wear when she goes to the restaurant?

She wears trousers and a shirt or blouse.

What does she wear in winter?

In winter, Nancy wears a coat, hoodie, jeans, and boots.

What does she wear in summer?

In summer, she wears shorts, a t-shirt, cap, and sandals.

Aims:

To introduce and reinforce the sounds of "Ow" and "Ou" through engaging, visual examples.
To help students recognize and produce words with "Ow" and "Ou" sounds.
To improve vocabulary related to common objects and animals for young learners.
To support students in identifying familiar words and using them in context.

Teaching Methods

Listen and Repeat: Begin by showing the students the pictures and saying the words aloud.
Encourage them to repeat the words after you to practice correct pronunciation.
Pointing Activity: Ask students to point to the pictures as you say the words to reinforce word recognition and pronunciation.
Phonics Practice: Focus on the "Ow" and "Ou" sounds, highlighting their use in the vocabulary.
Visual Aids: Use the images as visual clues to help students associate sounds with specific words and objects.
Interactive Practice: Engage students in a group activity where they can identify and say words from the images provided.

Tips for Teaching

Emphasise the sounds and their connection to the words, helping students differentiate between similar sounds (e.g., "cow" vs. "cloud").
Keep the pace slow and clear, encouraging students to listen carefully before repeating.
Use gestures and body language to help with understanding the meaning of the words.
Give plenty of opportunities for practice, allowing the students to speak the words aloud.
Answers:
Cow, Flower, Clown, Brown, House, Mouse, Cloud, Mountain (These are the words related to the images and sounds presented in the lesson).

Assessment

Oral Test: Ask students to say the words aloud, checking for correct pronunciation of the "Ow" and "Ou" sounds.
Picture Matching: Show the students pictures and have them say the corresponding word. Assess their ability to recognize and articulate the words.
Sound Recognition: Play the sounds and ask students to identify words that contain the "Ow" and "Ou" sounds.



Teaching materials

Flashcards with images of objects and animals related to the target sounds (e.g., cow, flower, clown, house, mouse, cloud, mountain).
Whiteboard or interactive board for group activities.
Phonics book (as shown in the image).
Listening tools or audio resources for pronunciation.



Aims:

- To introduce students to the different sources of natural fibers: silk, cotton, and wool.
- To help students understand how these fibers are obtained and used in clothing production.
- To foster awareness about natural fibers' importance in everyday life.

Teaching materials

- Images or diagrams showing the sources of natural fibers (e.g., silkworm for silk, cotton plant for cotton, sheep for wool).
- Samples of natural fibers (e.g., silk, cotton fabric, woolen material).
- A worksheet with questions related to the sources of natural fibers and their uses.

Assessment

- Formative: Observe students' participation in discussions and interactions with the materials (e.g., identifying the fiber in each sample).
- Summative: A short quiz with questions like:
 - What is silk obtained from?
 - Which plant is cotton obtained from?
 - What animal does wool come from?
 - Match the fiber to the correct product (e.g., T-shirt, scarf, sweater).
 - Use the quiz results to assess students' understanding of the topic.

Teaching Methods

- Visual Learning: Use images and diagrams to show the process of obtaining silk from silkworms, cotton from plants, and wool from sheep.
- Hands-On Learning: If possible, bring in samples of the fibers or clothes made from them for tactile exploration.
- Interactive Discussions: Encourage students to share what they know about these fibers and their uses in everyday products.
- Questioning and Answering: Ask students to think about the materials' properties and where they are used.

Tips for Teaching

- Keep the discussion engaging by asking students to identify common items made from each of these fibers.
- Use storytelling or a simple narrative (like explaining how silk is spun by silkworms) to make the information more memorable.
- Encourage students to think about the impact of these fibers on the environment and industry.
- Answers:
 - What are these clothes made of?
 - The T-shirt is made of cotton.
 - The scarf is made of silk.
 - The sweater is made of wool.

Aims:

To reinforce understanding of time-related vocabulary and concepts.

To enable students to match activities with corresponding times.

To practise the use of vocabulary related to daily activities and clothing items.

To develop skills in completing sentences using past forms (was/were).

Teaching Methods

Direct Instruction: Introduce new vocabulary (e.g., time expressions, activities, clothing) and grammatical structures (e.g., past simple: was/were).

Interactive Activities: Use matching activities to associate pictures with vocabulary.

Guided Practice: Complete sentences together using visual aids (e.g., clock images to complete time-related sentences).

Peer Interaction: Have students work in pairs to match clothes with appropriate vocabulary, using the pictures provided.

Tips for Teaching

Ensure the students understand time vocabulary and its relevance in daily routines.

Reinforce the concept of "was/were" in past tense through clear examples.

Encourage students to use the pictures as a reference for their sentences, especially for the matching exercises.

Adapt the difficulty of tasks according to the students' understanding. If needed, slow down the pace and focus on key vocabulary.

Answers:

Look and Write:

Listen to music

Sleep-Do sport-Watch TV-

What time is it?

08:45-11:30

Look and Match:

Match the pictures with the correct vocabulary:

Scarf, Hat, Socks, Pyjama

Look and Write:

Example sentences (students will fill these in with correct vocabulary):

She listens to music in the morning.

He sleeps at night.

They do sport every weekend.

We watch TV in the evening.

Complete with: was/were:

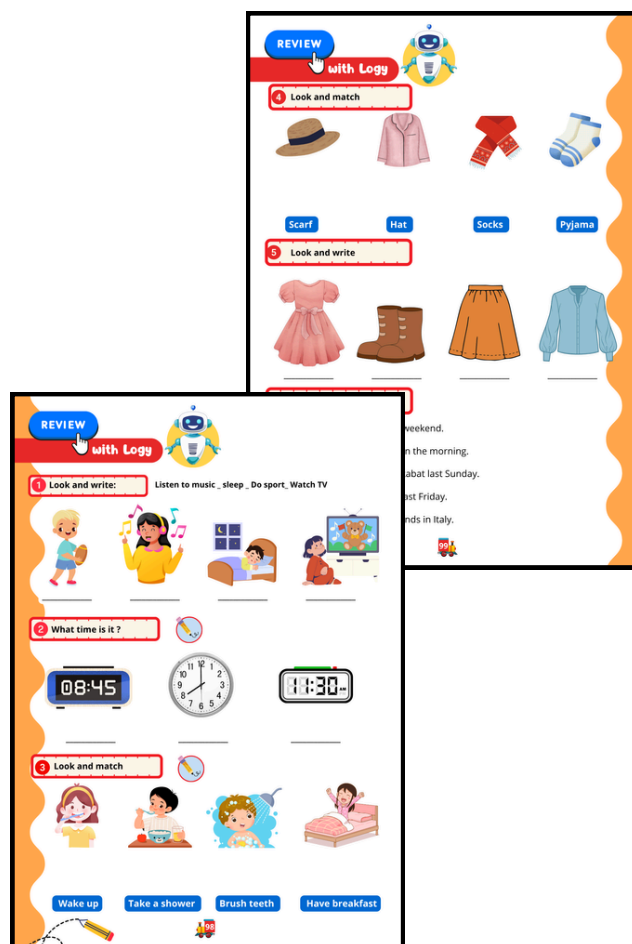
She was so excited last weekend.

Mr. Tawfik was at work in the morning.

Sami and Rania were in Rabat last Sunday.

The weather was rainy last Friday.

Rayane was with his friends in Italy.



Teaching materials

A worksheet or activity book with pictures and spaces for writing.

A clock or timer to demonstrate times.

Flashcards or images related to daily activities (e.g., brushing teeth, having breakfast).

A set of clothing items (e.g., socks, pyjamas, scarves) for matching and writing exercises.

Assessment

Formative: Observations during matching and writing activities, checking for understanding.

Summative: A short quiz at the end of the lesson that tests students' ability to match activities with times and use past tense forms correctly.

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